

Togo - Service Delivery Indicators Education Survey 2013 - Harmonized Public Use Data

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Sampling

Sampling Procedure

The SDI survey was done jointly with the PASEC survey undertaken by the Ministry of Education's CNE and therefore used its sample.

The population of interest was defined as the universe of second, fourth, and fifth graders enrolled in Togolese primary schools that adhered to the national curriculum. Only formally-recognized primary schools are considered, excluding community schools and special-needs schools (e.g. handicapped). A community schools stratum was considered and abandoned, since government routinely adds them to the list of official schools and then provides normal support even during the school year.

The sample frame was drawn from the 2011-2012 school statistical yearbook produced by the statistical department of the Ministry of Education.

The sample frame was stratified along ownership and regional lines to maximize within-group homogeneity. There are eight strata that may be broken down into public and non-public and further within each group. Public schools are broken down by education regions (six in total) and non-public schools are broken down into faith-based and non-denominational institutions.

Depending upon the concepts of interest, the sampling procedure is done in two (absence rate, classroom observation) or three stages (pupils).

Detailed information about sampling procedure is available in the attached report.

Response Rate

Not calculated.

Weighting

Weights are provided in "fileweights_anon" dataset

Questionnaires

Overview

The SDI Education Survey Questionnaire consists of six modules:

Module 1: School Information - Administered to the head of the school to collect information about school type, facilities, school governance, pupil numbers, and school hours. Includes direct observations of school infrastructure by enumerators.

Module 2a: Teacher Absence and Information - Administered to head teacher and individual teachers to obtain a list of all school teachers, to measure teacher absence and to collect information about teacher characteristics.

Module 2b: Teacher Absence and Information - Unannounced visit to the school to assess absence rate.

Module 3: School Finances - Administered to the head teacher to collect information about school finances (not included in the harmonized data)

Module 4: Classroom Observation - An observation module to assess teaching activities and classroom conditions.

Module 5: Pupil Assessment - A test of pupils to have a measure of pupil learning outcomes in mathematics and language in grade four.

Module 6: Teacher Assessment - A test of teachers covering mathematics and language subject knowledge and teaching skills.

Data Collection

Data Collection Dates

Start	End	Cycle
2013-05-03	2013-06-10	N/A

Data Collection Mode

Face-to-face [f2f]

Data Collectors

Name	Abbreviation	Affiliation
TIMS Services		

Data Processing

Data Editing

Done using CPro

Data Appraisal

No content available

File Description

Variable List

fileweights_anon

Content
 Cases 200
 Variable(s) 6
 Structure Type:
 Keys: ()
 Version
 Producer
 Missing Data

Variables

ID	Name	Label	Type	Format	Question
V718	schidA	School ID	contin	numeric	
V719	wgt_schoolA	School weight	contin	numeric	
V720	wgt_teachersA	Teacher population weight	contin	numeric	
V721	wgt_absA	Absence weight	contin	numeric	
V722	wgt_studentsA	Student knowledge weight	contin	numeric	
V723	wgt_knowledgeA	Teacher knowledge weight	contin	numeric	

m1s0_anon

Content	Module 1: School Information Respondent: principals/head teacher
Cases	200
Variable(s)	22
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V724	schidA	School ID	contin	numeric	
V725	m1siq0aA	Do you agree to be interviewed?	discrete	numeric	Did the respondent agree to be interviewed?
V726	m1siq0bA	If refused, reason for refusal	discrete	numeric	
V727	m1siq1cA	Code of enumerator during first visit	discrete	numeric	
V728	m1siq2cA	Code of enumerator during second visit	discrete	numeric	
V729	m1siq2aA	First Administrative level (Region)	discrete	numeric	
V730	m1siq3A	Second Administrative Level (Prefecture)	discrete	numeric	
V731	m1siq3aA	Third Administrative Level (Canton)	discrete	numeric	
V732	m1siq3bA	Fourth Administrative Level (Village)	discrete	numeric	
V733	m1siq4A	Location of Facility (Urban, Rural, Semi-Urban)	discrete	numeric	
V734	m1siq8A	Date of First Visit	discrete	numeric	
V735	m1siq9A	Date of Second Visit	discrete	numeric	
V736	m1siq10aA	Result of verification by team leader	discrete	numeric	
V737	m1siq10bA	Result of verification by supervisor	discrete	numeric	
V738	m1siq10cA	Result of verification by data entrant	discrete	numeric	
V739	m1siq10dA	Date of verification by team leader	discrete	numeric	
V740	m1siq10eA	Date of verification by supervisor	discrete	numeric	
V741	m1siq10fA	Date of verification by data entrant	discrete	numeric	
V742	m1siq11A	Arrival time for first visit	discrete	numeric	
V743	m1siq12A	Duration of first visit	discrete	numeric	
V744	m1siq13A	Arrival time for second visit	discrete	numeric	
V745	m1siq14A	Duration of second visit	discrete	numeric	

m1sa_anon

Content	Module 1: School Information Respondent: principal/head teacher
Cases	200
Variable(s)	6
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V746	schidA	School ID	contin	numeric	
V747	m1saq1A	Position of Respondent in Facility	discrete	numeric	Which position do you occupy in this school (most senior position)?
V748	m1saq3A	Type of School Ownership	discrete	numeric	What is this school's ownership type? Is it ...?
V749	m1saq4A	School Type	discrete	numeric	What is the school type? Is it ...?
V750	m1saq5A	School category	discrete	numeric	What is the school category?
V751	m1saq6A	When did this school begin operating?	discrete	numeric	When did this school begin operating?

m1sb_anon

Content	Module 1: School Information, Section B: School Governance Respondent: principal/head teacher
Cases	200
Variable(s)	23
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V752	schidA	School ID	contin	numeric	
V753	m1sbq1A	Does the school have a School Committee or a Board of Directors?	discrete	numeric	Does the school have a School Committee (SC) or a Board of Directors (BoD)?
V754	m1sbq2A	How many times did the SC/BoD meet in 2013?	discrete	numeric	How many times did the SC/BoD meet in 2013?
V755	m1sbq3A	Can you show me the minutes for the meetings with the SC/BoD?	discrete	numeric	Can you show me the minutes for the meetings with the SC/BoD?
V756	m1sbq3aA	Minutes/action plans from the latest SC/BoD meeting published	discrete	numeric	Are minutes/action plans from the latest SC/BoD meeting published on a public noticeboard?
V757	m1sbq4A	Does the school have a School Management Team (SMT)?	discrete	numeric	Does the school have a School Management Team (SMT)?
V758	m1sbq5A	How many times did the SMT meet in 2013?	contin	numeric	How many times did the SMT meet in 2013?
V759	m1sbq6A	Can you show me the minutes for the meetings with the SMT?	discrete	numeric	Can you show me the minutes for the meetings with the SMT?
V760	m1sbq6aA	Does the school have a student government?	discrete	numeric	Does the school have a student government?
V761	m1sbq6bA	How many times did the student government meet in 2013?	discrete	numeric	How many times did the student government meet in 2013?
V762	m1sbq6cA	Minutes/action plans from latest student govt. meeting published in public	discrete	numeric	Are minutes/action plans from the latest student government meeting published in public?
V763	m1sbq6daA	Method to express grievances-Complaints box	discrete	numeric	In what ways can students at this school express their grievances?
V764	m1sbq6dbA	Method to express grievances-Student bodies/government	discrete	numeric	In what ways can students at this school express their grievances?
V765	m1sbq6dcA	Method to express grievances-School committee	discrete	numeric	In what ways can students at this school express their grievances?
V766	m1sbq6ddA	Method to express grievances-School management team	discrete	numeric	In what ways can students at this school express their grievances?
V767	m1sbq6deA	Method to express grievances-Direct contact with Head Teacher/Principal	discrete	numeric	In what ways can students at this school express their grievances?
V768	m1sbq6dfA	Method to express grievances-Direct contact with Teachers	discrete	numeric	In what ways can students at this school express their grievances?
V769	m1sbq6dgA	Method to express grievances-Direct contact with Owner/Manager/Directors	discrete	numeric	In what ways can students at this school express their grievances?

ID	Name	Label	Type	Format	Question
V770	m1sbq6dhA	Method to express grievances-Others	discrete	numeric	In what ways can students at this school express their grievances?
V771	m1sbq7A	Number of visits from an official quality assurance officer/inspector in 2013	contin	numeric	How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2013?
V772	m1sbq8A	Months past since last visit of official government quality assurance officer/in	contin	numeric	When was the last visit of the official government quality assurance officer or inspector?
V773	m1sbq8aA	Written feedback/check list received from quality assurance officer	discrete	numeric	Did you receive any written feedback/check list from the quality assurance officer?
V774	m1sbq9A	Is there any method for recognizing teachers performance at this school?	discrete	numeric	Is there any method for recognizing teachers performance (any recognition or award) at this school?

m1sc_anon

Content	Module 1: School Information, Section C: Sanitation and Accessibility Respondent: principal/head teacher
Cases	200
Variable(s)	18
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V775	schidA	School ID	contin	numeric	
V776	m1scq1A	Does the school have toilet holes for pupils?	discrete	numeric	Does the school have toilet holes for pupils?
V777	m1scq2A	Are the toilet holes designated for boys and girls?	discrete	numeric	Are the toilet holes designated for boys and girls?
V778	m1scq2aA	How many toilet holes does the school have?	discrete	numeric	How many toilet holes does the school have?
V779	m1scq3A	How many boys' toilet holes does the school have?	discrete	numeric	How many boys' toilet holes does the school have?
V780	m1scq3aA	How many boys' urinals does the school have?	discrete	numeric	How many boys' urinals does the school have?
V781	m1scq4A	How many girls' toilet holes does the school have?	discrete	numeric	How many girls' toilet holes does the school have?
V782	m1scq4aA	Number of toilet holes for pupils with special needs/disabilities	discrete	numeric	How many toilet holes for pupils with special needs/disabilities does the school have?
V783	m1scq4bA	How many separate staff/teacher toilet holes does the school have?	discrete	numeric	How many separate staff/teacher toilet holes does the school have?
V784	m1scq5A	Toilet holes clean	discrete	numeric	Are the toilet holes clean?
V785	m1scq6A	Toilet holes private	discrete	numeric	Are the toilet holes private (have doors or separating entry way wall)?
V786	m1scq7A	Toilet holes accessible	discrete	numeric	Are the toilet holes accessible (unlocked, not overflowing, etc.)?
V787	m1scq8A	Functional hand washing facilities near or in the toilet holes	discrete	numeric	Are there functional (soap and/or water) hand washing facilities near or in the toilet holes?
V788	m1scq9A	What type of pupil toilet hole facilities is used at the school?	discrete	numeric	What type of pupil toilet hole facilities is used at the school?
V789	m1scq10A	What kind of drinking water source is used at this school?	discrete	numeric	What kind of drinking water source is used at this school?
V790	m1scq11A	This school is accessible by what type of road?	discrete	numeric	This school is accessible by what type of road?
V791	m1scq12A	Means of transport used to get to the district education office	discrete	numeric	What means of transport do you usually use to get to the district education office?
V792	m1scq13A	Approximate traveling time from school to the district education office	discrete	numeric	Using this method of transport, what is the approximate traveling time from this school to the district education office?

m1sdl_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	1400
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V793	schidA	School ID	contin	numeric	
V794	m1sdq0aA	Class ID	discrete	numeric	
V795	m1sdq0bA	Class number	discrete	numeric	
V796	m1sdq1A	How many streams are there per class?	discrete	numeric	How many streams (e.g., 4A, 4B) are there per class?
V797	m1sdq2aA	Proportion of total pupils currently enrolled in each class (Boys)	contin	numeric	What is the total number of pupils currently enrolled in each class? Boys
V798	m1sdq2bA	Proportion of total pupils currently enrolled in each class (Girls)	contin	numeric	What is the total number of pupils currently enrolled in each class? Girls
V799	m1sdq2cA	Proportion of total pupils currently enrolled in each class (Total)	contin	numeric	What is the total number of pupils currently enrolled in each class? Total (Note: Boys + Girls = Total)

m1sd2_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	200
Variable(s)	20
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V800	schidA	School ID	contin	numeric	
V801	m1sdq3A	Are there any multi-grade classes in your school?	discrete	numeric	Are there any multi-grade classes (i.e., classes that combine or group several grades) in your school? (e.g. Nursery/pre-primary, Standard 1 & Standard 2, etc.)
V802	m1sdq4a1A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V803	m1sdq4a2A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V804	m1sdq4a3A	Which grades are grouped together? - Group 1	discrete	numeric	Which grades are grouped together?
V805	m1sdq4b1A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V806	m1sdq4b2A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V807	m1sdq4b3A	Which grades are grouped together? - Group 2	discrete	numeric	Which grades are grouped together?
V808	m1sdq4c1A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V809	m1sdq4c2A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V810	m1sdq4c3A	Which grades are grouped together? - Group 3	discrete	numeric	Which grades are grouped together?
V811	m1sdq5A	How many of your pupils successfully completed primary school in 2013?	discrete	numeric	At the end of 2013 academic year, how many of your pupils successfully completed primary school?
V812	m1sdq6A	How many shifts does the school have?	discrete	numeric	How many shifts does the school have?
V813	m1sdq8A	Number of days during which school was in session in previous school year	contin	numeric	What was the actual number of days during which school was in session in the previous school year (2013)?
V814	m1sdq9a0A	Opening and closing time-Start of term 1	discrete	numeric	For each term in 2013 when did the school open and close?
V815	m1sdq9b0A	Opening and closing time-Start of term 2	discrete	numeric	For each term in 2013 when did the school open and close?
V816	m1sdq9c0A	Opening and closing time-Start of term 3	discrete	numeric	For each term in 2013 when did the school open and close?
V817	m1sdq9acA	Opening and closing time-End of term 1	discrete	numeric	

ID	Name	Label	Type	Format	Question
V818	m1sdq9bcA	Opening and closing time-End of term 2	discrete	numeric	
V819	m1sdq9ccA	Opening and closing time-End of term 3	discrete	numeric	

m1sd3_anon

Content	Module 1: School Information, Section D: Enrollment and Shifts Respondent: principal/head teacher
Cases	200
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V820	schidA	School ID	contin	numeric	
V821	m1sdq7aA	Class ID	discrete	numeric	
V822	m1sdq7bA	Class code	discrete	numeric	
V823	m1sdq7_1sA	Official reporting time-(1st Shift) Duration in hours	contin	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V824	m1sdq7_1tA	Official reporting time-(1st Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V825	m1sdq7_2sA	Official reporting time-(2nd Shift) Duration in hours	contin	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V826	m1sdq7_2tA	Official reporting time-(2nd Shift) Total number of minutes Break and Lunch	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

m2sa1_anon

Content	Module 2: Staff Roster Respondent: principal/head teacher
Cases	200
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V827	schidA	School ID	contin	numeric	
V828	m2saq1A	How many teachers work in this school?	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

m2sa2_anon

Content	Module 2: Staff Roster, Module 2A: Teacher Roster for the Current School Year Provider demographics Respondent: principal/head teacher
Cases	1213
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V829	schidA	School ID	contin	numeric	
V830	m2saq0A	Teacher ID	discrete	numeric	
V831	m2saq3A	Sex	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Sex
V832	m2saq4A	Position in the School	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Position in the school
V833	m2saq5A	Contract Status	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Contract Status
V834	m2saq6A	Full time or part time	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Full-time/Part-time
V835	m2saq7aA	Taught Math or French to Standard 3 LAST year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 3 LAST year?
V836	m2saq7bA	Taught Math or French to Standard 4 THIS year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 4 THIS year?
V837	m2saq7cA	Taught Math or French to Standard 5 + THIS year	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Taught Math or English to ... Standard 5 + THIS year?
V838	m2saq8A	Teacher Sampled for Module 2b	discrete	numeric	How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers) Teacher sampled for Module 2B?

m2sb1_anon

Content	Module 2: Staff Roster Respondent: an individual teacher
Cases	200
Variable(s)	7
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V839	schidA	School ID	contin	numeric	
V840	m2sbq19A	How many classrooms does the school have?	discrete	numeric	How many classrooms does the school have?
V841	m2sbq20A	Share of total classrooms that contained pupils	contin	numeric	How many classrooms contained pupils?
V842	m2sbq21A	Share of total classrooms with teacher present	contin	numeric	Of those classrooms, how many classrooms had pupils but no teacher present?
V843	m2sbq22aA	Share of total classrooms that are permanent	discrete	numeric	How many of the classrooms are.... Permanent
V844	m2sbq22bA	Share of total classrooms that are semi-permanent	discrete	numeric	How many of the classrooms are.... Semi-permanent (Incomplete, plastered without shutters or floor etc.)
V845	m2sbq22cA	Share of total classrooms that are temporary	discrete	numeric	How many of the classrooms are.... Temporary (mud, timber, under trees, etc.)

m2sb2_anon

Content	Module 2: Staff Roster, Module 2B: Teacher Roster Detailed demographics for selected providers Respondent: an individual teacher
Cases	1141
Variable(s)	29
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V846	schidA	School ID	contin	numeric	
V847	m2sbq2A	Teacher ID from section 2A	discrete	numeric	
V848	m2sbq3A	Teacher Gender	discrete	numeric	
V849	m2sbq4A	Direct Observation (First Visit)	discrete	numeric	
V850	m2sbq5A	Reason for Absence (First Visit)	discrete	numeric	Reason for absence from school on first visit?
V851	m2sbq6A	Direct Observation (Second visit)	discrete	numeric	
V852	m2sbq7A	Reason for absence (Second visit)	discrete	numeric	Reason for absence from school on second visit?
V853	m2sbq8A	Position in the school	discrete	numeric	Position in the school
V854	m2sbq9aA	Teach - Classes (First Class)	discrete	numeric	In which classes do you teach?
V855	m2sbq9bA	Teach - Classes (Second Class)	discrete	numeric	In which classes do you teach?
V856	m2sbq9cA	Teach - Classes (Third Class)	discrete	numeric	In which classes do you teach?
V857	m2sbq9dA	Teach - Classes (Fourth Class)	discrete	numeric	In which classes do you teach?
V858	m2sbq10A	Highest level of education completed	discrete	numeric	What is the highest level of education that you have completed?
V859	m2sbq11A	Highest level of professional education completed	discrete	numeric	What is the highest level of teacher training that you have completed?
V860	m2sbq11sA	Highest level of professional education completed (Togo)	discrete	numeric	
V861	m2sbq12A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V862	m2sbq13A	Were you born in this district?	discrete	numeric	Were you born in this district?
V863	m2sbq14A	Age	discrete	numeric	Age
V864	m2sbq15A	Frequency of Salary Delays (last 12 months)	discrete	numeric	How many times have you encountered salary delays in the last 12 months?
V865	m2sbq15a1A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V866	m2sbq15a2A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V867	m2sbq15a3A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)
V868	m2sbq15a4A	Do you have any other unpaid claims?	discrete	numeric	Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

ID	Name	Label	Type	Format	Question
V869	m2sbq16A	Frequency of Classroom Observation	discrete	numeric	How often does the administrator or head teacher observe your classroom?
V870	m2sbq17aA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V871	m2sbq17bA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V872	m2sbq17cA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V873	m2sbq17dA	Classroom Feedback	discrete	numeric	In what performance areas does the administrator or head teacher comment after observing your classroom?
V874	m2sbq18A	Was this information collected directly from the teacher?	discrete	numeric	Was this information collected directly from the teacher?

m4s0_anon

Content	Module 4: Classroom Observation
Cases	195
Variable(s)	11
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V875	schidA	School ID	contin	numeric	
V876	m4siq1bA	Enumerator code	contin	numeric	
V877	m4siq5A	Subject	discrete	numeric	
V878	m4siq7A	Date	contin	numeric	
V879	m4siq9A	Teacher ID from section 2A	discrete	numeric	
V880	m4siq10aA	Result of verification by team leader	discrete	numeric	
V881	m4siq10bA	Result of verification by supervisor	discrete	numeric	
V882	m4siq10cA	Result of verification by data entrant	discrete	numeric	
V883	m4siq10dA	Date of verification by team leader	contin	numeric	
V884	m4siq10eA	Date of verification by supervisor	discrete	numeric	
V885	m4siq10fA	Date of verification by data entrant	discrete	numeric	

m4sa1_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	195
Variable(s)	3
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V886	schidA	School ID	contin	numeric	
V887	m4siq11aA	If you arrived after class began, how many minutes late were you?	discrete	numeric	
V888	m4siq11bA	Time of entrance in the classroom	discrete	numeric	

m4sa2_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	3900
Variable(s)	66
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V889	schidA	School ID	contin	numeric	
V890	m4saq0cA	Teacher activity code	discrete	numeric	
V891	m4saq0dA	Teacher activity	discrete	numeric	
V892	m4saq0eA	Teacher Activity	discrete	numeric	
V893	m4saq1A	Minute 1	discrete	numeric	
V894	m4saq2A	Minute 2	discrete	numeric	
V895	m4saq3A	Minute 3	discrete	numeric	
V896	m4saq4A	Minute 4	discrete	numeric	
V897	m4saq5A	Minute 5	discrete	numeric	
V898	m4saq6A	Minute 6	discrete	numeric	
V899	m4saq7A	Minute 7	discrete	numeric	
V900	m4saq8A	Minute 8	discrete	numeric	
V901	m4saq9A	Minute 9	discrete	numeric	
V902	m4saq10A	Minute 10	discrete	numeric	
V903	m4saq11A	Minute 11	discrete	numeric	
V904	m4saq12A	Minute 12	discrete	numeric	
V905	m4saq13A	Minute 13	discrete	numeric	
V906	m4saq14A	Minute 14	discrete	numeric	
V907	m4saq15A	Minute 15	discrete	numeric	
V908	m4saq16A	Minute 16	discrete	numeric	
V909	m4saq17A	Minute 17	discrete	numeric	
V910	m4saq18A	Minute 18	discrete	numeric	
V911	m4saq19A	Minute 19	discrete	numeric	
V912	m4saq20A	Minute 20	discrete	numeric	
V913	m4saq21A	Minute 21	discrete	numeric	
V914	m4saq22A	Minute 22	discrete	numeric	
V915	m4saq23A	Minute 23	discrete	numeric	
V916	m4saq24A	Minute 24	discrete	numeric	

ID	Name	Label	Type	Format	Question
V917	m4saq25A	Minute 25	discrete	numeric	
V918	m4saq26A	Minute 26	discrete	numeric	
V919	m4saq27A	Minute 27	discrete	numeric	
V920	m4saq28A	Minute 28	discrete	numeric	
V921	m4saq29A	Minute 29	discrete	numeric	
V922	m4saq30A	Minute 30	discrete	numeric	
V923	m4saq31A	Minute 31	discrete	numeric	
V924	m4saq32A	Minute 32	discrete	numeric	
V925	m4saq33A	Minute 33	discrete	numeric	
V926	m4saq34A	Minute 34	discrete	numeric	
V927	m4saq35A	Minute 35	discrete	numeric	
V928	m4saq36A	Minute 36	discrete	numeric	
V929	m4saq37A	Minute 37	discrete	numeric	
V930	m4saq38A	Minute 38	discrete	numeric	
V931	m4saq39A	Minute 39	discrete	numeric	
V932	m4saq40A	Minute 40	discrete	numeric	
V933	m4saq41A	Minute 41	discrete	numeric	
V934	m4saq42A	Minute 42	discrete	numeric	
V935	m4saq43A	Minute 43	discrete	numeric	
V936	m4saq44A	Minute 44	discrete	numeric	
V937	m4saq45A	Minute 45	discrete	numeric	
V938	m4saq46A	Minute 46	discrete	numeric	
V939	m4saq47A	Minute 47	discrete	numeric	
V940	m4saq48A	Minute 48	discrete	numeric	
V941	m4saq49A	Minute 49	discrete	numeric	
V942	m4saq50A	Minute 50	discrete	numeric	
V943	m4saq51A	Minute 51	discrete	numeric	
V944	m4saq52A	Minute 52	discrete	numeric	
V945	m4saq53A	Minute 53	discrete	numeric	
V946	m4saq54A	Minute 54	discrete	numeric	
V947	m4saq55A	Minute 55	discrete	numeric	
V948	m4saq56A	Minute 56	discrete	numeric	
V949	m4saq57A	Minute 57	discrete	numeric	
V950	m4saq58A	Minute 58	discrete	numeric	
V951	m4saq59A	Minute 59	discrete	numeric	
V952	m4saq60A	Minute 60	discrete	numeric	
V953	m4saqc1A	Count	contin	numeric	
V954	m4saqc2A	Count	contin	numeric	

m4sa3_anon

Content	Module 4: Classroom Observation, Section A: Time on Task
Cases	195
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V955	schidA	School ID	contin	numeric	
V956	m4saq5aA	Proportion of pupils off task-Minute 5	contin	numeric	
V957	m4saq10aA	Proportion of pupils off task-Minute 10	contin	numeric	
V958	m4saq15aA	Proportion of pupils off task-Minute 15	contin	numeric	
V959	m4saq20aA	Proportion of pupils off task-Minute 20	contin	numeric	
V960	m4saq25aA	Proportion of pupils off task-Minute 25	contin	numeric	
V961	m4saq30aA	Proportion of pupils off task-Minute 30	contin	numeric	
V962	m4saq35aA	Proportion of pupils off task-Minute 35	contin	numeric	
V963	m4saq40aA	Proportion of pupils off task-Minute 40	contin	numeric	
V964	m4saq45aA	Proportion of pupils off task-Minute 45	discrete	numeric	
V965	m4saq50aA	Proportion of pupils off task-Minute 50	discrete	numeric	
V966	m4saq55aA	Proportion of pupils off task-Minute 55	discrete	numeric	
V967	m4saq60aA	Proportion of pupils off task-Minute 60	discrete	numeric	
V968	m4saqc3A	Count	discrete	numeric	
V969	m4saqc4A	Count	discrete	numeric	

m4sb_anon

Content	Module 4: Classroom Observation, Section B: Classroom Environment
Cases	195
Variable(s)	26
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V970	schidA	School ID	contin	numeric	
V971	m4sbq1A	How many pupils are in the room?	discrete	numeric	How many pupils are in the room?
V972	m4sbq2A	How many boys?	contin	numeric	How many boys?
V973	m4sbq3A	How many girls?	contin	numeric	How many girls?
V974	m4sbq4A	How many total pupils have the textbook for the class?	discrete	numeric	How many total pupils have the textbook for the class (English or mathematics)?
V975	m4sbq4aA	How many male pupils have the textbook for the class?	discrete	numeric	How many male pupils have the textbook for the class (English or mathematics)?
V976	m4sbq4bA	How many female pupils have the textbook for the class?	contin	numeric	How many female pupils have the textbook for the class (English or mathematics)?
V977	m4sbq5A	How many total pupils in the class have a pencil or pen?	contin	numeric	How many total pupils in the class have a pencil or pen?
V978	m4sbq5aA	How many male pupils in the class have a pencil or pen?	discrete	numeric	How many male pupils in the class have a pencil or pen?
V979	m4sbq5bA	How many female pupils in the class have a pencil or pen?	discrete	numeric	How many female pupils in the class have a pencil or pen?
V980	m4sbq6A	How many total pupils in the class have an exercise book?	contin	numeric	How many total pupils in the class have an exercise book?
V981	m4sbq6aA	How many male pupils in the class have an exercise book?	discrete	numeric	How many male pupils in the class have an exercise book?
V982	m4sbq6bA	How many female pupils in the class have an exercise book?	discrete	numeric	How many female pupils in the class have an exercise book?
V983	m4sbq7A	Is there a 'corner library' in the class?	discrete	numeric	Is there a "corner library" in the class or additional available books for pupils?
V984	m4sbq8A	Is there a blackboard and/or whiteboard in the class?	discrete	numeric	Is there a blackboard and/or whiteboard in the class?
V985	m4sbq9A	Is there chalk or marker to write on the board available during the lesson?	discrete	numeric	Is there chalk or marker to write on the board available during the lesson?
V986	m4sbq10A	Does the classroom have a working electricity connection (e.g. electric light)?	discrete	numeric	Does the classroom have a working electricity connection (e.g. electric light)?
V987	m4sbq11A	Was children's work displayed on the walls?	discrete	numeric	Was children's work displayed on the walls?
V988	m4sbq12A	Other than children's work, were there other materials displayed on the walls?	discrete	numeric	Other than children's work, were there other materials, such as, charts displayed on the walls?

ID	Name	Label	Type	Format	Question
V989	m4sbq13A	How would you classify the hygiene in the classroom?	discrete	numeric	How would you classify the hygiene in the classroom?
V990	m4sbq13aA	How many pupils were not sitting on desks?	discrete	numeric	How many pupils were not sitting on desks?
V991	m4sbq14A	Does the blackboard have sufficient contrast for reading what is written on the	discrete	numeric	Does the blackboard have sufficient contrast for reading what is written on the board?
V992	m4sbq15A	Is there sufficient light for reading text from the FRONT of the classroom?	discrete	numeric	Is there sufficient light for reading text from the FRONT of the classroom?
V993	m4sbq16A	Is there sufficient light for reading text from the BACK of the classroom?	discrete	numeric	Is there sufficient light for reading text from the BACK of the classroom?
V994	m4sbq17A	Lux measure at the chalkboard	contin	numeric	
V995	m4sbq17aA	Meter setting	discrete	numeric	

m4sc_anon

Content	Module 4: Classroom Observation, Section C: Teaching
Cases	195
Variable(s)	35
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V996	schidA	School ID	contin	numeric	
V997	m4scq1A	Text book used by the teacher	discrete	numeric	Was the text book used by the teacher?
V998	m4scq2A	Total pupils using a text book	discrete	numeric	How many pupils used a text book?
V999	m4scq2aA	Male pupils using a text book	discrete	numeric	How many male pupils used a text book?
V1000	m4scq2bA	Female pupils using a text book	discrete	numeric	How many female pupils used a text book?
V1001	m4scq3A	Teacher writes on the black board	discrete	numeric	Did the teacher write on the black board?
V1002	m4scq4A	Pupils write on the black board	discrete	numeric	Did any pupils write on the black board?
V1003	m4scq5A	Number of pupils writing on the blackboard	discrete	numeric	How many pupils wrote on the blackboard?
V1004	m4scq5aA	Number of male pupils writing on the blackboard	discrete	numeric	How many male pupils wrote on the blackboard?
V1005	m4scq5bA	Number of female pupils writing on the blackboard	discrete	numeric	How many female pupils wrote on the blackboard?
V1006	m4scq6A	Number of pupils using paper and pencil	discrete	numeric	How many pupils used paper (or exercise book) and pencil?
V1007	m4scq6aA	Number of male pupils using paper and pencil	discrete	numeric	How many male pupils used paper (or exercise book) and pencil?
V1008	m4scq6bA	Number of female pupils using paper and pencil	discrete	numeric	How many female pupils used paper (or exercise book) and pencil?
V1009	m4scq7A	Teacher uses local information from the community to make learning relevant	discrete	numeric	Did the teacher use local information from the community to make learning relevant?
V1010	m4scq8A	Teacher either sitting or standing in front of the class at any time	discrete	numeric	Was the teacher either sitting or standing in front of the class at any time?
V1011	m4scq9A	Teacher visits individual children	discrete	numeric	Did the teacher visit individual children?
V1012	m4scq10A	Number of pupils addressed individually by teacher	discrete	numeric	How many pupils did the teacher go to individually?
V1013	m4scq10aA	Number of male pupils addressed individually by teacher	discrete	numeric	How many male pupils did the teacher go to individually?
V1014	m4scq10bA	Number of female pupils addressed individually by teacher	discrete	numeric	How many female pupils did the teacher go to individually?
V1015	m4scq11A	Teacher calls pupils by name while teaching	discrete	numeric	Did the teacher call pupils by name while teaching?
V1016	m4scq12A	Number of pupils called by name by teacher	discrete	numeric	How many pupils did the teacher call by name?

ID	Name	Label	Type	Format	Question
V1017	m4scq13A	Teacher smiling, laughing, or joking with pupils	discrete	numeric	Was the teacher smiling, laughing, or joking with pupils?
V1018	m4scq14A	Teacher hits, pinches, or slaps pupils	discrete	numeric	Did the teacher hit, pinch, or slap a pupil?
V1019	m4scq15A	Teacher asks questions that required learners to recall information	discrete	numeric	Did the teacher ask questions that required learners to recall information?
V1020	m4scq16A	Teacher asks learners to carry out a task allowing them to demonstrate their und	discrete	numeric	Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?
V1021	m4scq17A	Teacher asks questions that required learners to apply information to new topics	discrete	numeric	Did the teacher ask questions that required learners to apply information to new topics?
V1022	m4scq18A	Teacher asks questions which required learners to use their creativity and imagi	discrete	numeric	Did the teacher ask questions which required learners to use their creativity and imagination?
V1023	m4scq19A	Teacher gives feedback or praise, moral strengthening, and/or encouragement	discrete	numeric	Did the teacher give feedback or praise, moral strengthening, and/or encouragement?
V1024	m4scq20A	Teacher gives feedback correcting a mistake	discrete	numeric	Did the teacher give feedback that was correcting a mistake?
V1025	m4scq21A	Teacher gives feedback that scolding at a mistake	discrete	numeric	Did the teacher give feedback that was scolding at a mistake?
V1026	m4scq22A	Teacher introduces the lesson at the start of the class	discrete	numeric	Did the teacher introduce the lesson at the start of the class?
V1027	m4scq23A	Teacher summarizes the lesson at the end of the class	discrete	numeric	Did the teacher summarize the lesson at the end of the class?
V1028	m4scq24A	Teacher assigns homework to the class	discrete	numeric	Did the teacher assign homework to the class?
V1029	m4scq25A	Teacher reviews or collects homework from the class	discrete	numeric	Did the teacher review or collect homework from the class?
V1030	m4scq26A	Teacher uses local language as a medium of instruction	discrete	numeric	Did the teacher use the local language as a medium of instruction? (language other than Swahili or English)

m4sd_anon

Content	Module 4: Classroom Observation, Section D: Questions for Teacher Respondent: an individual teacher
Cases	195
Variable(s)	15
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1031	schidA	School ID	contin	numeric	
V1032	m4sdq1A	Official attendance records kept	discrete	numeric	Did you keep official attendance records?
V1033	m4sdq2A	Number of pupils registered in this class currently	discrete	numeric	How many pupils are registered in this class currently? (refer to attendance record if available)
V1034	m4sdq3A	Number of students absent from this class	discrete	numeric	How many students are absent from this class? (refer to attendance record if available)
V1035	m4sdq4A	Do you have the schemes of work for the term or year?	discrete	numeric	Do you have the schemes of work for the term or year?
V1036	m4sdq5A	Do you have a lesson plan for this lesson?	discrete	numeric	Do you have a lesson plan for this lesson?
V1037	m4sdq6A	Current day's lesson plan observed	discrete	numeric	
V1038	m4sdq7A	Do you have a record of the pupils' continuous assessments?	discrete	numeric	Do you have a record of the pupils' continuous assessments?
V1039	m4sdq8A	Age	discrete	numeric	Teacher characteristics: Age
V1040	m4sdq9A	Gender	discrete	numeric	Teacher characteristics: Gender
V1041	m4sdq10A	Position in the school	discrete	numeric	Teacher characteristics: Position in the school
V1042	m4sdq11A	What year did you begin teaching?	discrete	numeric	What year did you begin teaching?
V1043	m4sdq12A	What year did you begin teaching at this school?	discrete	numeric	What year did you begin teaching at this school?
V1044	m4sdq13A	Highest level of education completed?	discrete	numeric	Highest level of education completed?
V1045	m4sdq14A	Highest level of teacher training completed?	discrete	numeric	Highest level of teacher training completed?

m4se1_anon

Content	Module 4: Classroom Observation, Section E: Roster of Randomly Sampled Standard Four Students
Cases	195
Variable(s)	2
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1046	schidA	School ID	contin	numeric	
V1047	m4seq00A	Quantity lines in roster	discrete	numeric	

m4se2_anon

Content	Module 4: Classroom Observation, Section E: Roster of Randomly Sampled Standard Four Students
Cases	195
Variable(s)	5
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1048	schidA	School ID	contin	numeric	
V1049	m4seq1A	First and last names	discrete	numeric	
V1050	m4seq2A	Row number in Grade 4 Daily Attendance Sheet	discrete	numeric	
V1051	m4seq3A	Sex	discrete	numeric	
V1052	m4seq3aA	Pupil sampled for kiswahili assessment	discrete	numeric	

m5s0_anon

Content	Module 5: Pupil Assessment
Cases	195
Variable(s)	13
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1053	schidA	School ID	contin	numeric	
V1054	m5siq2A	Enumerator code	contin	numeric	
V1055	m5siq5A	Date	contin	numeric	
V1056	m5siq6A	Number of pupils assessed in language of instruction	discrete	numeric	
V1057	m5siq6aA	Number of Pupils Assessed in Kiswahili	discrete	numeric	
V1058	m5siq7A	Were the pupils assessed selected from the classroom observed in Module 4?	discrete	numeric	
V1059	m5siq8bA	Teacher ID	discrete	numeric	
V1060	m5siq9aA	Result of verification by team leader	discrete	numeric	
V1061	m5siq9bA	Result of verification by supervisor	discrete	numeric	
V1062	m5siq9cA	Result of verification by data entrant	discrete	numeric	
V1063	m5siq9dA	Date of verification by team leader	discrete	numeric	
V1064	m5siq9eA	Date of verification by supervisor	contin	numeric	
V1065	m5siq9fA	Date of verification by data entrant	discrete	numeric	

m5sa1_anon

Content	Module 5: Pupil Assessment
Cases	1938
Variable(s)	25
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1066	schidA	School ID	contin	numeric	
V1067	m5sa1q1A	Code	contin	numeric	
V1068	m5sa1q3A	Age	discrete	numeric	
V1069	m5sa1q4A	Sex	discrete	numeric	
V1070	m5sa1q5A	Mother tongue	discrete	numeric	
V1071	m5sa1q6A	Did you have breakfast this morning?	discrete	numeric	
V1072	m5sa1q7aA	Bread, pancake, cake or doughnut	discrete	numeric	
V1073	m5sa1q7bA	Ugali	discrete	numeric	
V1074	m5sa1q7cA	Rice	discrete	numeric	
V1075	m5sa1q7dA	Cassava, sweet potato or yams	discrete	numeric	
V1076	m5sa1q7eA	Beans	discrete	numeric	
V1077	m5sa1q7fA	Fruit/vegetable	discrete	numeric	
V1078	m5sa1q7gA	Eggs	discrete	numeric	
V1079	m5sa1q7hA	Meat, chicken, or fish	discrete	numeric	
V1080	m5sa1q7iA	Milk, yogurt, porridge	discrete	numeric	
V1081	m5sa1q7jA	Tea, coffee, or chocolate	discrete	numeric	
V1082	m5sa1q7kA	Other	discrete	numeric	
V1083	m5sa1q8bA	Code from Module 2a	contin	numeric	
V1084	m5sa1q9bA	Code from Module 2a	discrete	numeric	
V1085	m5sa1q10A	Were you in this school last year?	discrete	numeric	
V1086	m5sa1q11bA	Code from Module 2a	discrete	numeric	
V1087	m5sa1q12bA	Code from Module 2a	discrete	numeric	
V1088	m5sa1q13A	Do you agree to participate in this exercise?	discrete	numeric	
V1089	m5sa1q14A	Start time	discrete	numeric	
V1090	m5sa1q15A	End time	discrete	numeric	

m5sa2_anon

Content	Module 5: Pupil Assessment
Cases	1938
Variable(s)	21
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1091	schidA	School ID	contin	numeric	
V1092	m5sa2q0aA	Pupil code	contin	numeric	
V1093	m5sa2q0bA	Has this pupil been selected to take the French assessment?	discrete	numeric	
V1094	m5sa2q1A	French Exercise 1	discrete	numeric	
V1095	m5sa2q2A	French Exercise 2	discrete	numeric	
V1096	m5sa2q3A	French Exercise 3	discrete	numeric	
V1097	m5sa2q4A	French Exercise 4	discrete	numeric	
V1098	m5sa2q5aA	French Exercise 5	contin	numeric	
V1099	m5sa2q5bA	French Exercise 5 (time)	discrete	numeric	
V1100	m5sa2q6aA	French Exercise 6 Question 1	discrete	numeric	
V1101	m5sa2q6bA	French Exercise 6 Question 2	discrete	numeric	
V1102	m5sa2q6cA	French Exercise 6 Question 3	discrete	numeric	
V1103	m5sa3q1A	Kiswahili Exercise 1	discrete	numeric	
V1104	m5sa3q2A	Kiswahili Exercise 2	discrete	numeric	
V1105	m5sa3q3A	Kiswahili Exercise 3	discrete	numeric	
V1106	m5sa3q4A	Kiswahili Exercise 4	discrete	numeric	
V1107	m5sa3q5aA	Kiswahili Exercise 5	discrete	numeric	
V1108	m5sa3q5bA	Kiswahili Exercise 5 (time)	discrete	numeric	
V1109	m5sa3q6aA	Kiswahili Exercise 6 Question 1	discrete	numeric	
V1110	m5sa3q6bA	Kiswahili Exercise 6 Question 2	discrete	numeric	
V1111	m5sa3q6cA	Kiswahili Exercise 6 Question 3	discrete	numeric	

m5sa3_anon

Content	Module 5: Pupil Assessment
Cases	1938
Variable(s)	16
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1112	schidA	School ID	contin	numeric	
V1113	m5sabq1A	Math Exercise 1	discrete	numeric	
V1114	m5sabq2A	Math Exercise 2	discrete	numeric	
V1115	m5sabq3aA	Math Exercise 3 Question 1	discrete	numeric	
V1116	m5sabq3bA	Math Exercise 3 Question 2	discrete	numeric	
V1117	m5sabq3cA	Math Exercise 3 Question 3	discrete	numeric	
V1118	m5sabq3dA	Math Exercise 3 Question 4	discrete	numeric	
V1119	m5sabq3eA	Math Exercise 3 Question 5	discrete	numeric	
V1120	m5sabq3fA	Math Exercise 3 Question 6	discrete	numeric	
V1121	m5sabq3gA	Math Exercise 3 Question 7	discrete	numeric	
V1122	m5sabq3hA	Math Exercise 3 Question 8	discrete	numeric	
V1123	m5sabq3iA	Math Exercise 3 Question 9	discrete	numeric	
V1124	m5sabq3jA	Math Exercise 3 Question 10	discrete	numeric	
V1125	m5sabq4A	Math Exercise 4	discrete	numeric	
V1126	m5sabq5A	Math Exercise 5	discrete	numeric	
V1127	m5sabq6A	Math Exercise 6	discrete	numeric	

m5sa4_anon

Content Module 5: Pupil Assessment
 Cases 1938
 Variable(s) 10
 Structure Type:
 Keys: ()
 Version
 Producer
 Missing Data

Variables

ID	Name	Label	Type	Format	Question
V1128	schidA	School ID	contin	numeric	
V1129	m5sacqidA	Student ID	contin	numeric	
V1130	m5sacq1aA	Non-verbal reasoning Exercise 1a	discrete	numeric	
V1131	m5sacq1bA	Non-verbal reasoning Exercise 1b	discrete	numeric	
V1132	m5sacq2aA	Non-verbal reasoning Exercise 2a	discrete	numeric	
V1133	m5sacq2bA	Non-verbal reasoning Exercise 2b	discrete	numeric	
V1134	m5sacq3aA	Non-verbal reasoning Exercise 3a	discrete	numeric	
V1135	m5sacq3bA	Non-verbal reasoning Exercise 3b	discrete	numeric	
V1136	m5sacq4aA	Non-verbal reasoning Exercise 4a	discrete	numeric	
V1137	m5sacq4bA	Non-verbal reasoning Exercise 4b	discrete	numeric	

m6s0_anon

Content Module 6: Teacher Assessment
Cases 831
Variable(s) 4
Structure Type:
 Keys: ()
Version
Producer
Missing Data

Variables

ID	Name	Label	Type	Format	Question
V1138	schidA	School ID	contin	numeric	
V1139	m6siq0A	Teacher ID (Module 2A)	discrete	numeric	
V1140	m6siq4A	Date	discrete	numeric	
V1141	m6siq5A	Number of teachers assessed	discrete	numeric	

m6sa_anon

Content	Module 6: Teacher Assessment
Cases	833
Variable(s)	103
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1142	schidA	School ID	contin	numeric	
V1143	m6siq0A	Teacher ID	discrete	numeric	
V1144	m6siq8A	Age	discrete	numeric	
V1145	m6siq9A	Sex	discrete	numeric	
V1146	m6siq10aA	What standards do you normally teach this academic year (2014)?	discrete	numeric	
V1147	m6siq10bA	What standards do you normally teach this academic year (2014)?	discrete	numeric	
V1148	m6siq10cA	What standards do you normally teach this academic year (2014)?	discrete	numeric	
V1149	m6siq11aA	What standards did you mostly teach last academic year (2013)?	discrete	numeric	
V1150	m6siq11bA	What standards did you mostly teach last academic year (2013)?	discrete	numeric	
V1151	m6siq11cA	What standards did you mostly teach last academic year (2013)?	discrete	numeric	
V1152	m6siq12A	What subject(s) do you normally teach?	discrete	numeric	
V1153	m6siq13A	In what year did you begin teaching?	discrete	numeric	
V1154	m6siq14A	What is the highest level of education you have completed?	discrete	numeric	
V1155	m6siq15A	What is the highest level of teacher training you received?	discrete	numeric	
V1156	m6siq16A	When did you complete your highest level of teacher training?	discrete	numeric	
V1157	m6siq17A	Did you teach in this school last year?	discrete	numeric	
V1158	m6sa1q1aA	Task 1 Section 1A - Points	discrete	numeric	
V1159	m6sa1q1bA	Task 1 Section 1B - Points	discrete	numeric	
V1160	m6sa1q1cA	Task 1 Section 1C - Points	discrete	numeric	
V1161	m6sa1q1dA	Task 1 Section 1D - Points	discrete	numeric	
V1162	m6sa1q2aA	Task 1 Section 2A - Points	discrete	numeric	
V1163	m6sa1q2bA	Task 1 Section 2B - Points	discrete	numeric	
V1164	m6sa1q2cA	Task 1 Section 2C - Points	discrete	numeric	
V1165	m6sa1q2dA	Task 1 Section 2D - Points	discrete	numeric	
V1166	m6sa1q2eA	Task 1 Section 2E - Points	discrete	numeric	
V1167	m6sa1q2fA	Task 1 Section 2F - Points	discrete	numeric	
V1168	m6sa1q3aA	Task 1 Section 3A - Points	discrete	numeric	
V1169	m6sa1q3bA	Task 1 Section 3B - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1170	m6sa1q3cA	Task 1 Section 3C - Points	discrete	numeric	
V1171	m6sa1q3dA	Task 1 Section 3D - Points	discrete	numeric	
V1172	m6sa1q3eA	Task 1 Section 3E - Points	discrete	numeric	
V1173	m6sa1q3fA	Task 1 Section 3F - Points	discrete	numeric	
V1174	m6sa1q3gA	Task 1 Section 3G - Points	discrete	numeric	
V1175	m6sa1q3hA	Task 1 Section 3H - Points	discrete	numeric	
V1176	m6sa1q3iA	Task 1 Section 3I - Points	discrete	numeric	
V1177	m6sa1q3jA	Task 1 Section 3J - Points	discrete	numeric	
V1178	m6sa1q3kA	Task 1 Section 3K - Points	discrete	numeric	
V1179	m6sa1q4aA	Task 1 Section 4A - Points	discrete	numeric	
V1180	m6sa1q4bA	Task 1 Section 4B - Points	discrete	numeric	
V1181	m6sa1q4cA	Task 1 Section 4C - Points	discrete	numeric	
V1182	m6sa1q4dA	Task 1 Section 4D - Points	discrete	numeric	
V1183	m6sa1q4eA	Task 1 Section 4E - Points	discrete	numeric	
V1184	m6sa1q4fA	Task 1 Section 4F - Points	discrete	numeric	
V1185	m6sa1q4gA	Task 1 Section 4G - Points	discrete	numeric	
V1186	m6sa1q4hA	Task 1 Section 4H - Points	discrete	numeric	
V1187	m6sa1q4iA	Task 1 Section 4I - Points	discrete	numeric	
V1188	m6sa1q4jA	Task 1 Section 4J - Points	discrete	numeric	
V1189	m6sa1q4kA	Task 1 Section 4K - Points	discrete	numeric	
V1190	m6sa1q4lA	Task 1 Section 4L - Points	discrete	numeric	
V1191	m6sa1q4mA	Task 1 Section 4M - Points	discrete	numeric	
V1192	m6sa1q4nA	Task 1 Section 4N - Points	discrete	numeric	
V1193	m6sa1q4oA	Task 1 Section 4O - Points	discrete	numeric	
V1194	m6sa1q4pA	Task 1 Section 4P - Points	discrete	numeric	
V1195	m6sa1q4qA	Task 1 Section 4Q - Points	discrete	numeric	
V1196	m6sa1q4rA	Task 1 Section 4R - Points	discrete	numeric	
V1197	m6sa1q4sA	Task 1 Section 4S - Points	discrete	numeric	
V1198	m6sa1q4tA	Task 1 Section 4T - Points	discrete	numeric	
V1199	m6sa2q1aA	Task 2 Section 1A - Points	discrete	numeric	
V1200	m6sa2q1bA	Task 2 Section 1B - Points	discrete	numeric	
V1201	m6sa2q1cA	Task 2 Section 1C - Points	discrete	numeric	
V1202	m6sa2q1dA	Task 2 Section 1D - Points	discrete	numeric	
V1203	m6sa2q1eA	Task 2 Section 1E - Points	discrete	numeric	
V1204	m6sa2q2aA	Task 2 Section 2A - Points	discrete	numeric	
V1205	m6sa2q3aA	Task 2 Section 3A - Points	discrete	numeric	
V1206	m6sa2q4aA	Task 2 Section 4A - Points	discrete	numeric	
V1207	m6sa2q4bA	Task 2 Section 4B - Points	discrete	numeric	
V1208	m6sa2q5aA	Task 2 Section 5A - Points	discrete	numeric	
V1209	m6sa2q6aA	Task 2 Section 6A - Points	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1210	m6sa2q7aA	Task 2 Section 7A - Points	discrete	numeric	
V1211	m6sa2q8aA	Task 2 Section 8A - Points	discrete	numeric	
V1212	m6sa2q9aA	Task 2 Section 9A - Points	discrete	numeric	
V1213	m6sa2q9bA	Task 2 Section 9B - Points	discrete	numeric	
V1214	m6sa2q10aA	Task 2 Section 10A - Points	discrete	numeric	
V1215	m6sa2q10bA	Task 2 Section 10B - Points	discrete	numeric	
V1216	m6sa2q11aA	Task 2 Section 11A - Points	discrete	numeric	
V1217	m6sa2q11bA	Task 2 Section 11B - Points	discrete	numeric	
V1218	m6sa2q11cA	Task 2 Section 11C - Points	discrete	numeric	
V1219	m6sa2q12aA	Task 2 Section 12A - Points	discrete	numeric	
V1220	m6sa2q13aA	Task 2 Section 13A - Points	discrete	numeric	
V1221	m6sa2q13bA	Task 2 Section 13B - Points	discrete	numeric	
V1222	m6sbq3aA	Task 3 Section A Points	discrete	numeric	
V1223	m6sbq3bA	Task 3 Section B Points	discrete	numeric	
V1224	m6sbq3dA	Task 3 Section D Points	discrete	numeric	
V1225	m6sbq3e3A	Task 3 Section E Question 3	discrete	numeric	
V1226	m6sbq3eA	Task 3 Section E Points	discrete	numeric	
V1227	m6sbq3f3A	Task 3 Section F Question 3	discrete	numeric	
V1228	m6sbq3fA	Task 3 Section F Points	discrete	numeric	
V1229	m6sbq4as2A	Task 4 Section A Strengths 2	discrete	numeric	
V1230	m6sbq4as3A	Task 4 Section A Strengths 3	discrete	numeric	
V1231	m6sbq4aw2A	Task 4 Section A Weaknesses 2	discrete	numeric	
V1232	m6sbq4aw3A	Task 4 Section A Weaknesses 3	discrete	numeric	
V1233	m6sbq4aA	Task 4 Section A Points	discrete	numeric	
V1234	m6sbq4bs2A	Task 4 Section B Strengths 2	discrete	numeric	
V1235	m6sbq4bs3A	Task 4 Section B Strengths 3	discrete	numeric	
V1236	m6sbq4bw2A	Task 4 Section B Weaknesses 2	discrete	numeric	
V1237	m6sbq4bw3A	Task 4 Section B Weaknesses 3	discrete	numeric	
V1238	m6sbq4bA	Task 4 Section B Points	discrete	numeric	
V1239	m6sbq5aA	Task 5 Section A Points	discrete	numeric	
V1240	m6sbq5bA	Task 5 Section B Points	discrete	numeric	
V1241	m6sbq5c1A	Task 5 Section C1 Question	discrete	numeric	
V1242	m6sbq5c2A	Task 5 Section C2 Question	discrete	numeric	
V1243	m6sbq5c3A	Task 5 Section C3 Question	discrete	numeric	
V1244	m6sbq5cA	Task 5 Section C Points	discrete	numeric	

School ID (schidA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

School weight (wgt_schoolA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 16	Minimum: 5.3
Decimals: 0	Maximum: 109.7
Range: 5.26678657531738-109.65714263916	

Teacher population weight (wgt_teachersA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 198
Format: numeric	Invalid: 2
Width: 15	Minimum: 6.4
Decimals: 0	Maximum: 109.7
Range: 6.4030613899231-109.65714263916	

Absence weight (wgt_absA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 5
Width: 15	Minimum: 6.2
Decimals: 0	Maximum: 109.7
Range: 6.2104754447937-109.65714263916	

Student knowledge weight (wgt_studentsA)

File: fileweights_anon

Overview

Type: Continuous	Valid cases: 193
Format: numeric	Invalid: 7
Width: 16	Minimum: 8.1
Decimals: 0	Maximum: 336.5
Range: 8.13425922393799-336.501220703125	

Teacher knowledge weight (wgt_knowledgeA)

File: fileweights_anon

Overview

Type: Continuous
Format: numeric
Width: 16
Decimals: 0
Range: 9.37900352478027-383.800018310547

Valid cases: 198
Invalid: 2
Minimum: 9.4
Maximum: 383.8

School ID (schidA)

File: m1s0_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Do you agree to be interviewed? (m1siq0aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Pre question

Hello. My name is _____. I am working with REPOA with authorization from the Ministry of Education and PMO RALG. I am leading the team comprised of myself and my colleagues _____ and _____. We are conducting a survey about education all over Tanzania. The information we collect will help the government to plan for better education services. This school was selected for the survey. We would like to collect some information about the school, the teaching staff and the pupils. We will collect this information in a way that minimizes disturbance to the school. The survey usually takes most of the day. All of the answers you give will be confidential and will not be shared with anyone other than members of our survey team. All information collected will remain confidential. This survey is voluntary and at no cost to you.

Literal question

Did the respondent agree to be interviewed?

If refused, reason for refusal (m1siq0bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Interviewer instructions

If refused, reason for refusal.

Code of enumerator during first visit (m1siq1cA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Code of enumerator during second visit (m1siq2cA)

File: m1s0_anon

Code of enumerator during second visit (m1siq2cA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

First Administrative level (Region) (m1siq2aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-6	

Second Administrative Level (Prefecture) (m1siq3A)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Third Administrative Level (Canton) (m1siq3aA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Fourth Administrative Level (Village) (m1siq3bA)

File: m1s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Location of Facility (Urban, Rural, Semi-Urban) (m1siq4A)

File: m1s0_anon

Overview

Location of Facility (Urban, Rural, Semi-Urban) (m1siq4A)

File: m1s0_anon

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 198
Invalid: 2

Date of First Visit (m1siq8A)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 200
Invalid: 0

Date of Second Visit (m1siq9A)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 3-19

Valid cases: 38
Invalid: 162

Result of verification by team leader (m1siq10aA)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Result of verification by supervisor (m1siq10bA)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Result of verification by data entrant (m1siq10cA)

File: m1s0_anon

Overview

Result of verification by data entrant (m1siq10cA)

File: m1s0_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Date of verification by team leader (m1siq10dA)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Date of verification by supervisor (m1siq10eA)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Date of verification by data entrant (m1siq10fA)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Arrival time for first visit (m1siq11A)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Duration of first visit (m1siq12A)

File: m1s0_anon

Overview

Duration of first visit (m1siq12A)

File: m1s0_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Arrival time for second visit (m1siq13A)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Duration of second visit (m1siq14A)

File: m1s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

School ID (schidA)

File: m1sa_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Position of Respondent in Facility (m1saq1A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 199
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-9	

Pre question

Please allow me to ask a few questions about this school

Literal question

Which position do you occupy in this school (most senior position)?

Type of School Ownership (m1saq3A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 191
Format: numeric	Invalid: 9
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Please allow me to ask a few questions about this school

Literal question

What is this school's ownership type? Is it ...?

Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

School Type (m1saq4A)

File: m1sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Pre question

Please allow me to ask a few questions about this school

Literal question

What is the school type? Is it ...?

School Type (m1saq4A)

File: m1sa_anon

Interviewer instructions

(Enumerator Note: READ RESPONSE OPTIONS)

School category (m1saq5A)

File: m1sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Pre question

Please allow me to ask a few questions about this school

Literal question

What is the school category?

When did this school begin operating? (m1saq6A)

File: m1sa_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1960-2000

Valid cases: 183
Invalid: 17

Pre question

Please allow me to ask a few questions about this school

Literal question

When did this school begin operating?

School ID (schidA)

File: m1sb_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Does the school have a School Committee or a Board of Directors?
(m1sbq1A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 199
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have a School Committee (SC) or a Board of Directors (BoD)?

How many times did the SC/BoD meet in 2013? (m1sbq2A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 178
Format: numeric	Invalid: 22
Width: 4	
Decimals: 0	
Range: -999-30	

Literal question

How many times did the SC/BoD meet in 2013?

Can you show me the minutes for the meetings with the SC/BoD?
(m1sbq3A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 177
Format: numeric	Invalid: 23
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Can you show me the minutes for the meetings with the SC/BoD?

Minutes/action plans from the latest SC/BoD meeting published (m1sbq3aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

Are minutes/action plans from the latest SC/BoD meeting published on a public noticeboard?

Does the school have a School Management Team (SMT)? (m1sbq4A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have a School Management Team (SMT)?

How many times did the SMT meet in 2013? (m1sbq5A)

File: m1sb_anon

Overview

Type: Continuous	Valid cases: 146
Format: numeric	Invalid: 54
Width: 2	Minimum: 0
Decimals: 0	Maximum: 26
Range: 0-26	

Literal question

How many times did the SMT meet in 2013?

Can you show me the minutes for the meetings with the SMT? (m1sbq6A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 148
Format: numeric	Invalid: 52
Width: 1	
Decimals: 0	
Range: 1-3	

Literal question

Can you show me the minutes for the meetings with the SMT?

Does the school have a student government? (m1sbq6aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

Does the school have a student government?

How many times did the student government meet in 2013? (m1sbq6bA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

How many times did the student government meet in 2013?

Minutes/action plans from latest student govt. meeting published in public (m1sbq6cA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

Are minutes/action plans from the latest student government meeting published in public?

Method to express grievances-Complaints box (m1sbq6daA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Student bodies/government (m1sbq6dbA)

File: m1sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-School committee (m1sbq6dcA)

File: m1sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-School management team (m1sbq6ddA)

File: m1sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Head Teacher/Principal (m1sbq6deA)

File: m1sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Teachers (m1sbq6dfA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Direct contact with Owner/Manager/Directors (m1sbq6dgA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

In what ways can students at this school express their grievances?

Method to express grievances-Others (m1sbq6dhA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

In what ways can students at this school express their grievances?

Number of visits from an official quality assurance officer/inspector in 2013 (m1sbq7A)

File: m1sb_anon

Overview

Type: Continuous	Valid cases: 166
Format: numeric	Invalid: 34
Width: 2	Minimum: 1
Decimals: 0	Maximum: 24
Range: 1-24	

Literal question

How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2013?

Months past since last visit of official government quality assurance officer/in (m1sbq8A)

File: m1sb_anon

Overview

Type: Continuous	Valid cases: 163
Format: numeric	Invalid: 37
Width: 4	Minimum: -6
Decimals: 0	Maximum: 1223
Range: -6-1223	

Literal question

When was the last visit of the official government quality assurance officer or inspector?

Written feedback/check list received from quality assurance officer (m1sbq8aA)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

Did you receive any written feedback/check list from the quality assurance officer?

Interviewer instructions

(Enumerator Note : Ask to see the inspection check list)

Is there any method for recognizing teachers performance at this school? (m1sbq9A)

File: m1sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

Is there any method for recognizing teachers performance (any recognition or award) at this school?

School ID (schidA)

File: m1sc_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Does the school have toilet holes for pupils? (m1scq1A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 195
Format: numeric	Invalid: 5
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the school have toilet holes for pupils?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Are the toilet holes designated for boys and girls? (m1scq2A)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 110
Format: numeric	Invalid: 90
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Are the toilet holes designated for boys and girls?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many toilet holes does the school have? (m1scq2aA)

File: m1sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

How many toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many boys' toilet holes does the school have? (m1scq3A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 66
Invalid: 134

Literal question

How many boys' toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many boys' urinals does the school have? (m1scq3aA)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 0
Invalid: 200

Literal question

How many boys' urinals does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many girls' toilet holes does the school have? (m1scq4A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 65
Invalid: 135

Literal question

How many girls' toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Number of toilet holes for pupils with special needs/disabilities (m1scq4aA)

File: m1sc_anon

Overview

Number of toilet holes for pupils with special needs/disabilities (m1scq4aA)

File: m1sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 0
Invalid: 200

Literal question

How many toilet holes for pupils with special needs/disabilities does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

How many separate staff/teacher toilet holes does the school have? (m1scq4bA)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 0
Invalid: 200

Literal question

How many separate staff/teacher toilet holes does the school have?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes clean (m1scq5A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 109
Invalid: 91

Literal question

Are the toilet holes clean?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes private (m1scq6A)

File: m1sc_anon

Overview

Toilet holes private (m1scq6A)

File: m1sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 111
Invalid: 89

Literal question

Are the toilet holes private (have doors or separating entry way wall)?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Toilet holes accessible (m1scq7A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 111
Invalid: 89

Literal question

Are the toilet holes accessible (unlocked, not overflowing, etc.)?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Functional hand washing facilities near or in the toilet holes (m1scq8A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

Are there functional (soap and/or water) hand washing facilities near or in the toilet holes?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

What type of pupil toilet hole facilities is used at the school? (m1scq9A)

File: m1sc_anon

Overview

What type of pupil toilet hole facilities is used at the school? (m1scq9A)

File: m1sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

What type of pupil toilet hole facilities is used at the school?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Enumerator: SELECT ONE OPTION ONLY. IF THERE IS MORE THAN ONE OPTION, SELECT MOST COMMON.

What kind of drinking water source is used at this school? (m1scq10A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

What kind of drinking water source is used at this school?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

This school is accessible by what type of road? (m1scq11A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

This school is accessible by what type of road?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Means of transport used to get to the district education office (m1scq12A)

File: m1sc_anon

Overview

Means of transport used to get to the district education office (m1scq12A)

File: m1sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

What means of transport do you usually use to get to the district education office?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

Approximate traveling time from school to the district education office (m1scq13A)

File: m1sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Literal question

Using this method of transport, what is the approximate traveling time from this school to the district education office?

Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]

(Enumerator Note: give answer in total minutes)

School ID (schidA)

File: m1sd1_anon

Overview

Type: Continuous	Valid cases: 1400
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Class ID (m1sdq0aA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 1400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

Class number (m1sdq0bA)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 1400
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

How many streams are there per class? (m1sdq1A)

File: m1sd1_anon

Overview

Type: Discrete	Valid cases: 1309
Format: numeric	Invalid: 91
Width: 1	
Decimals: 0	
Range: 0-6	

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

How many streams (e.g., 4A, 4B) are there per class?

Proportion of total pupils currently enrolled in each class (Boys) (m1sdq2aA)

File: m1sd1_anon

Overview

Proportion of total pupils currently enrolled in each class (Boys) (m1sdq2aA)

File: m1sd1_anon

Type: Continuous	Valid cases: 1283
Format: numeric	Invalid: 117
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.510309278350515	

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Boys

Proportion of total pupils currently enrolled in each class (Girls) (m1sdq2bA)

File: m1sd1_anon

Overview

Type: Continuous	Valid cases: 1285
Format: numeric	Invalid: 115
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.547511312217195	

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Girls

Proportion of total pupils currently enrolled in each class (Total) (m1sdq2cA)

File: m1sd1_anon

Overview

Type: Continuous	Valid cases: 1393
Format: numeric	Invalid: 7
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.5
Range: 0-0.547511312217195	

Pre question

Could you please tell us more about the number of pupils in this school?

Literal question

What is the total number of pupils currently enrolled in each class? Total (Note: Boys + Girls = Total)

School ID (schidA)

File: m1sd2_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Are there any multi-grade classes in your school? (m1sdq3A)

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Are there any multi-grade classes (i.e., classes that combine or group several grades) in your school? (e.g. Nursery/pre-primary, Standard 1 & Standard 2, etc.)

Which grades are grouped together? - Group 1 (m1sdq4a1A)

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 47
Format: numeric	Invalid: 153
Width: 2	
Decimals: 0	
Range: 1-10	

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 1 (m1sdq4a2A)

File: m1sd2_anon

Overview

Type: Discrete	Valid cases: 45
Format: numeric	Invalid: 155
Width: 2	
Decimals: 0	
Range: 1-10	

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 1 (m1sdq4a3A)

File: m1sd2_anon

Overview

Which grades are grouped together? - Group 1 (m1sdq4a3A)

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 0
 Invalid: 200

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b1A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 37
 Invalid: 163

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b2A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 36
 Invalid: 164

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 2 (m1sdq4b3A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 0
 Invalid: 200

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c1A)

File: m1sd2_anon

Overview

Which grades are grouped together? - Group 3 (m1sdq4c1A)

File: m1sd2_anon

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 38
 Invalid: 162

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c2A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 38
 Invalid: 162

Literal question

Which grades are grouped together?

Which grades are grouped together? - Group 3 (m1sdq4c3A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-10

Valid cases: 0
 Invalid: 200

Literal question

Which grades are grouped together?

How many of your pupils successfully completed primary school in 2013? (m1sdq5A)

File: m1sd2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 200

Literal question

At the end of 2013 academic year, how many of your pupils successfully completed primary school?

How many shifts does the school have? (m1sdq6A)

File: m1sd2_anon

Overview

How many shifts does the school have? (m1sdq6A)

File: m1sd2_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 174
Invalid: 26

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

How many shifts does the school have?

Number of days during which school was in session in previous school year (m1sdq8A)

File: m1sd2_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-287

Valid cases: 163
Invalid: 37
Minimum: 1
Maximum: 287

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

What was the actual number of days during which school was in session in the previous school year (2013)?

Opening and closing time-Start of term 1 (m1sdq9aoA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

For each term in 2013 when did the school open and close?

Opening and closing time-Start of term 2 (m1sdq9boA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

Opening and closing time-Start of term 2 (m1sdq9boA)

File: m1sd2_anon

For each term in 2013 when did the school open and close?

Opening and closing time-Start of term 3 (m1sdq9coA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Pre question

Now I would like to ask you questions about the number of teaching hours per day in your school

Literal question

For each term in 2013 when did the school open and close?

Opening and closing time-End of term 1 (m1sdq9acA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Opening and closing time-End of term 2 (m1sdq9bcA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

Opening and closing time-End of term 3 (m1sdq9ccA)

File: m1sd2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 200

School ID (schidA)

File: m1sd3_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Class ID (m1sdq7aA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-1	

Class code (m1sdq7bA)

File: m1sd3_anon

Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-1	

Official reporting time-(1st Shift) Duration in hours (m1sdq7_1sA)

File: m1sd3_anon

Overview

Type: Continuous	Valid cases: 198
Format: numeric	Invalid: 2
Width: 3	Minimum: -6
Decimals: 0	Maximum: 6.5
Range: -6-6.5	

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(1st Shift) Total number of minutes Break and Lunch (m1sdq7_1tA)

File: m1sd3_anon

Overview

Official reporting time-(1st Shift) Total number of minutes Break and Lunch (m1sdq7_1tA)

File: m1sd3_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-0

Valid cases: 197
Invalid: 3

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(2nd Shift) Duration in hours (m1sdq7_2sA)

File: m1sd3_anon

Overview

Type: Continuous
Format: numeric
Width: 16
Decimals: 0
Range: 1.66666666666667-6.5

Valid cases: 196
Invalid: 4
Minimum: 1.7
Maximum: 6.5

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

Official reporting time-(2nd Shift) Total number of minutes Break and Lunch (m1sdq7_2tA)

File: m1sd3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-0

Valid cases: 196
Invalid: 4

Literal question

What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?

Interviewer instructions

ENUMERATOR: Section D, Question 7 asked about the normal schedule. If the schedule on the day of your visit is different from the normal schedule: Briefly record the start and end times in the Comment box below.

School ID (schidA)

File: m2sa1_anon

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-200

Valid cases: 200
 Invalid: 0
 Minimum: 1
 Maximum: 200

How many teachers work in this school? (m2saq1A)

File: m2sa1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 200

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

School ID (schidA)

File: m2sa2_anon

Overview

Type: Continuous	Valid cases: 1213
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Teacher ID (m2saq0A)

File: m2sa2_anon

Overview

Type: Discrete	Valid cases: 1213
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-18	

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Sex (m2saq3A)

File: m2sa2_anon

Overview

Type: Discrete	Valid cases: 1213
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Sex

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Position in the School (m2saq4A)

File: m2sa2_anon

Overview

Position in the School (m2saq4A)

File: m2sa2_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1213
Invalid: 0

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Position in the school

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Contract Status (m2saq5A)

File: m2sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 996
Invalid: 217

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Contract Status

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Full time or part time (m2saq6A)

File: m2sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1213

Pre question

Full time or part time (m2saq6A)

File: m2sa2_anon

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Full-time/Part-time

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or French to Standard 3 LAST year (m2saq7aA)

File: m2sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Valid cases: 0

Invalid: 1213

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Taught Math or English to ... Standard 3 LAST year?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or French to Standard 4 THIS year (m2saq7bA)

File: m2sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Valid cases: 0

Invalid: 1213

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)

Taught Math or English to ... Standard 4 THIS year?

Interviewer instructions

Taught Math or French to Standard 4 THIS year (m2saq7bA)

File: m2sa2_anon

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Taught Math or French to Standard 5 + THIS year (m2saq7cA)

File: m2sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1213

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)
Taught Math or English to ... Standard 5 + THIS year?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

Teacher Sampled for Module 2b (m2saq8A)

File: m2sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1213
Invalid: 0

Pre question

Please allow me to ask few questions about the teachers who are working in this school (including pre-school and special needs) starting with you, if you teach. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY].

Literal question

How many teachers work in this school (Including the head teacher if he/she teaches)? (Note: Include paid and non-paid teachers)
Teacher sampled for Module 2B?

Interviewer instructions

Enumerator Note: If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers (plus 3 alternates) randomly among all teaching staff listed above (except volunteer & part-time teachers) using the Random Selection Worksheet (see last page). Select two digit random numbers. Sample ALL if 13 or less teaching staff are employed (excluding volunteer & part-time teachers).

School ID (schidA)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

How many classrooms does the school have? (m2sbq19A)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 8
Width: 1	
Decimals: 0	
Range: 8-9	

Literal question

How many classrooms does the school have?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that contained pupils (m2sbq20A)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 190
Format: numeric	Invalid: 10
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

Literal question

How many classrooms contained pupils?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1_anon

Overview

Type: Continuous	Valid cases: 190
Format: numeric	Invalid: 10
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

Literal question

Of those classrooms, how many classrooms had pupils but no teacher present?

Share of total classrooms with teacher present (m2sbq21A)

File: m2sb1_anon

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are permanent (m2sbq22aA)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

How many of the classrooms are....
Permanent

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are semi-permanent (m2sbq22bA)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

How many of the classrooms are....
Semi-permanent (Incomplete, plastered without shutters or floor etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

Literal question

How many of the classrooms are....
Temporary (mud, timber, under trees, etc.)

Interviewer instructions

Share of total classrooms that are temporary (m2sbq22cA)

File: m2sb1_anon

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

ENUMERATOR: Complete this in the second visit at the same time as Questions 6 and 7 in the teacher roster.

School ID (schidA)

File: m2sb2_anon

Overview

Type: Continuous	Valid cases: 1141
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Teacher ID from section 2A (m2sbq2A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 1130
Format: numeric	Invalid: 11
Width: 2	
Decimals: 0	
Range: 1-17	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Teacher Gender (m2sbq3A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 1141
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-6	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Direct Observation (First Visit) (m2sbq4A)

File: m2sb2_anon

Overview

Type: Discrete	Valid cases: 1141
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

What was the teacher doing when you located him/ her on the first visit? Direct Observation

Reason for Absence (First Visit) (m2sbq5A)

File: m2sb2_anon

Reason for Absence (First Visit) (m2sbq5A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-99

Valid cases: 135
Invalid: 1006

Literal question

Reason for absence from school on first visit?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Ask head teacher

Direct Observation (Second visit) (m2sbq6A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 1140
Invalid: 1

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

What was the teacher doing when you located him/ her on the second visit? Direct Observation

Reason for absence (Second visit) (m2sbq7A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-99

Valid cases: 248
Invalid: 893

Literal question

Reason for absence from school on second visit?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Ask head teacher

Position in the school (m2sbq8A)

File: m2sb2_anon

Overview

Position in the school (m2sbq8A)

File: m2sb2_anon

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -9-9

Valid cases: 1141
Invalid: 0

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Position in the school

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Teach - Classes (First Class) (m2sbq9aA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 1139
Invalid: 2

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Second Class) (m2sbq9bA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 126
Invalid: 1015

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Teach - Classes (Second Class) (m2sbq9bA)

File: m2sb2_anon

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Third Class) (m2sbq9cA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Teach - Classes (Fourth Class) (m2sbq9dA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In which classes do you teach?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Multiple responses accepted

Highest level of education completed (m2sbq10A)

File: m2sb2_anon

Overview

Highest level of education completed (m2sbq10A)

File: m2sb2_anon

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-99

Valid cases: 1140
Invalid: 1

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What is the highest level of education that you have completed?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Highest level of professional education completed (m2sbq11A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What is the highest level of teacher training that you have completed?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Highest level of professional education completed (Togo) (m2sbq11sA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 1139
Invalid: 2

What year did you begin teaching? (m2sbq12A)

File: m2sb2_anon

Overview

What year did you begin teaching? (m2sbq12A)

File: m2sb2_anon

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1979-2010

Valid cases: 1139
Invalid: 2

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

What year did you begin teaching?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Were you born in this district? (m2sbq13A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-2

Valid cases: 1139
Invalid: 2

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Were you born in this district?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Age (m2sbq14A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 20-55

Valid cases: 1139
Invalid: 2

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Age

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Frequency of Salary Delays (last 12 months) (m2sbq15A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

How many times have you encountered salary delays in the last 12 months?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Do you have any other unpaid claims? (m2sbq15a1A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a2A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a3A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Do you have any other unpaid claims? (m2sbq15a4A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Do you have any other unpaid claims? (Such as leave, hardship, relocation allowances etc.)

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Frequency of Classroom Observation (m2sbq16A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-5

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

How often does the administrator or head teacher observe your classroom?

Interviewer instructions

Frequency of Classroom Observation (m2sbq16A)

File: m2sb2_anon

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

Classroom Feedback (m2sbq17aA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17bA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17cA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-9

Valid cases: 0
Invalid: 1141

Classroom Feedback (m2sbq17cA)

File: m2sb2_anon

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Classroom Feedback (m2sbq17dA)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1141

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

In what performance areas does the administrator or head teacher comment after observing your classroom?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

(Multiple responses accepted, up to 4)

Was this information collected directly from the teacher? (m2sbq18A)

File: m2sb2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1139
Invalid: 2

Pre question

We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Tanzania. We would like to ask you a few questions about your background. [For sampled teachers only]

Literal question

Was this information collected directly from the teacher?

Interviewer instructions

Enumerator Note: Please note that this module MUST NOT be completed during any of the school break times or lunch time.

School ID (schidA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Enumerator code (m4siq1bA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 23
Range: 1-23	

Subject (m4siq5A)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 193
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 1-2	

Date (m4siq7A)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 194
Format: numeric	Invalid: 1
Width: 2	Minimum: -6
Decimals: 0	Maximum: 23
Range: -6-23	

Teacher ID from section 2A (m4siq9A)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 3
Width: 2	
Decimals: 0	
Range: 0-11	

Result of verification by team leader (m4siq10aA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 195
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Result of verification by supervisor (m4siq10bA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Result of verification by data entrant (m4siq10cA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Date of verification by team leader (m4siq10dA)

File: m4s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 23
Range: 1-23	

Date of verification by supervisor (m4siq10eA)

File: m4s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Date of verification by data entrant (m4siq10fA)

File: m4s0_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

School ID (schidA)

File: m4sa1_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

If you arrived after class began, how many minutes late were you?
(m4siq11aA)

File: m4sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start recording the same number of minutes afterwards.

Time of entrance in the classroom (m4siq11bA)

File: m4sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Interviewer instructions

Enumerator Note: Below write the time you entered the classroom. Ask teacher what time the lesson started

School ID (schidA)

File: m4sa2_anon

Overview

Type: Continuous	Valid cases: 3900
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Teacher activity code (m4saq0cA)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 3900
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-20	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Teacher activity (m4saq0dA)

File: m4sa2_anon

Overview

Type: Discrete	Valid cases: 3900
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-20	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Teacher Activity (m4saq0eA)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 1 (m4saq1A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 2 (m4saq2A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 2 (m4saq2A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 3 (m4saq3A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 3900

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 4 (m4saq4A)

File: m4sa2_anon

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 3900

Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 4 (m4saq4A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 5 (m4saq5A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 6 (m4saq6A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 7 (m4saq7A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 8 (m4saq8A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 9 (m4saq9A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 9 (m4saq9A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 10 (m4saq10A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 11 (m4saq11A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 11 (m4saq11A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 12 (m4saq12A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 13 (m4saq13A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 14 (m4saq14A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 15 (m4saq15A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 16 (m4saq16A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 16 (m4saq16A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 17 (m4saq17A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 18 (m4saq18A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 18 (m4saq18A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 19 (m4saq19A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 20 (m4saq20A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 21 (m4saq21A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 22 (m4saq22A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 23 (m4saq23A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 23 (m4saq23A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 24 (m4saq24A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 25 (m4saq25A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 25 (m4saq25A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 26 (m4saq26A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 27 (m4saq27A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 28 (m4saq28A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 29 (m4saq29A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 30 (m4saq30A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 30 (m4saq30A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 31 (m4saq31A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 32 (m4saq32A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 32 (m4saq32A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 33 (m4saq33A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 34 (m4saq34A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 35 (m4saq35A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 36 (m4saq36A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 37 (m4saq37A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

Minute 37 (m4saq37A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 38 (m4saq38A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 39 (m4saq39A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 39 (m4saq39A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 40 (m4saq40A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 41 (m4saq41A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 42 (m4saq42A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 43 (m4saq43A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 44 (m4saq44A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

Minute 44 (m4saq44A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 45 (m4saq45A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 46 (m4saq46A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 46 (m4saq46A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 47 (m4saq47A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 48 (m4saq48A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 49 (m4saq49A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 50 (m4saq50A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 51 (m4saq51A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

Minute 51 (m4saq51A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 52 (m4saq52A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 53 (m4saq53A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 53 (m4saq53A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1I) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 54 (m4saq54A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1I) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 55 (m4saq55A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1I) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 56 (m4saq56A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 57 (m4saq57A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 58 (m4saq58A)

File: m4sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3900
 Invalid: 0

Pre question

Minute 58 (m4saq58A)

File: m4sa2_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 59 (m4saq59A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Minute 60 (m4saq60A)

File: m4sa2_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3900
Invalid: 0

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Minute 60 (m4saq60A)

File: m4sa2_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Count (m4saqc1A)

File: m4sa2_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-58

Valid cases: 1574
Invalid: 2326
Minimum: 1
Maximum: 58

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Count (m4saqc2A)

File: m4sa2_anon

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-58

Valid cases: 1574
Invalid: 2326
Minimum: 1
Maximum: 58

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

School ID (schidA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Proportion of pupils off task-Minute 5 (m4saq5aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 8
Format: numeric	Invalid: 187
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.2666666666666667	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 10 (m4saq10aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 4
Format: numeric	Invalid: 191
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.1
Range: 0-0.142857142857143	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 15 (m4saq15aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 6
Format: numeric	Invalid: 189
Width: 3	Minimum: 0
Decimals: 0	Maximum: 0.2
Range: 0-0.2	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 20 (m4saq20aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 7
Format: numeric	Invalid: 188
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.3
Range: 0-0.283018867924528	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 8
Format: numeric	Invalid: 187
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.4
Range: 0-0.392857142857143	

Pre question

Proportion of pupils off task-Minute 25 (m4saq25aA)

File: m4sa3_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 30 (m4saq30aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 6
Format: numeric	Invalid: 189
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.2
Range: 0-0.178571428571429	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 35 (m4saq35aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 3
Format: numeric	Invalid: 192
Width: 17	Minimum: 0
Decimals: 0	Maximum: 0.2
Range: 0-0.233333333333333	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Proportion of pupils off task-Minute 35 (m4saq35aA)

File: m4sa3_anon

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 40 (m4saq40aA)

File: m4sa3_anon

Overview

Type: Continuous	Valid cases: 1
Format: numeric	Invalid: 194
Width: 18	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0.0465116279069767-0.0465116279069767	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 45 (m4saq45aA)

File: m4sa3_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 50 (m4saq50aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 55 (m4saq55aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1i) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Proportion of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

Proportion of pupils off task-Minute 60 (m4saq60aA)

File: m4sa3_anon

READ TO RESPONDENT: Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Tanzania. I would like to observe the activities in the class for the next hour. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Interviewer instructions

Instructions: For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

ENUMERATOR NOTE: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

Count (m4saqc3A)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Count (m4saqc4A)

File: m4sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

School ID (schidA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

How many pupils are in the room? (m4sbq1A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 2	
Decimals: 0	
Range: 10-80	

Literal question

How many pupils are in the room?

How many boys? (m4sbq2A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 194
Format: numeric	Invalid: 1
Width: 17	Minimum: 0.2
Decimals: 0	Maximum: 0.9
Range: 0.2-0.8888888888888889	

Literal question

How many boys?

Interviewer instructions

IF GIRLS SCHOOL, ENTER "-3" (N/A)

How many girls? (m4sbq3A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 194
Format: numeric	Invalid: 1
Width: 17	Minimum: 0.1
Decimals: 0	Maximum: 0.8
Range: 0.1111111111111111-0.8	

Literal question

How many girls?

Interviewer instructions

IF BOYS SCHOOL, ENTER "-3" (N/A)

How many total pupils have the textbook for the class? (m4sbq4A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many total pupils have the textbook for the class (English or mathematics)?

How many male pupils have the textbook for the class? (m4sbq4aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many male pupils have the textbook for the class (English or mathematics)?

Interviewer instructions

(ask male pupils to hold up books)

How many female pupils have the textbook for the class? (m4sbq4bA)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 193
Format: numeric	Invalid: 2
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many female pupils have the textbook for the class (English or mathematics)?

How many total pupils in the class have a pencil or pen? (m4sbq5A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many total pupils in the class have a pencil or pen?

How many male pupils in the class have a pencil or pen?
(m4sbq5aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many male pupils in the class have a pencil or pen?

Interviewer instructions

(ask male pupils to hold up pencils or pens)

How many female pupils in the class have a pencil or pen?
(m4sbq5bA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many female pupils in the class have a pencil or pen?

Interviewer instructions

(ask female pupils to hold up pencils or pens)

How many total pupils in the class have an exercise book?
(m4sbq6A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Literal question

How many total pupils in the class have an exercise book?

How many male pupils in the class have an exercise book?
(m4sbq6aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

How many male pupils in the class have an exercise book?
(m4sbq6aA)

File: m4sb_anon

Literal question

How many male pupils in the class have an exercise book?

Interviewer instructions

(ask male pupils to hold up exercise books)

How many female pupils in the class have an exercise book?
(m4sbq6bA)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many female pupils in the class have an exercise book?

Is there a 'corner library' in the class? (m4sbq7A)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 194
Invalid: 1

Literal question

Is there a "corner library" in the class or additional available books for pupils?

Is there a blackboard and/or whiteboard in the class? (m4sbq8A)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: -8-2

Valid cases: 194
Invalid: 1

Literal question

Is there a blackboard and/or whiteboard in the class?

Is there chalk or marker to write on the board available during the lesson? (m4sbq9A)

File: m4sb_anon

Is there chalk or marker to write on the board available during the lesson? (m4sbq9A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Is there chalk or marker to write on the board available during the lesson?

Does the classroom have a working electricity connection (e.g. electric light)? (m4sbq10A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Does the classroom have a working electricity connection (e.g. electric light)?

Was children's work displayed on the walls? (m4sbq11A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Was children's work displayed on the walls?

Other than children's work, were there other materials displayed on the walls? (m4sbq12A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Literal question

Other than children's work, were there other materials, such as, charts displayed on the walls?

How would you classify the hygiene in the classroom? (m4sbq13A)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 194
Invalid: 1

Literal question

How would you classify the hygiene in the classroom?

How many pupils were not sitting on desks? (m4sbq13aA)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many pupils were not sitting on desks?

Interviewer instructions

Enumerator Note : Observe those sitting on floor, bricks, rocks, mats etc. BUT not those made to stand up as a result of punishment)

Does the blackboard have sufficient contrast for reading what is written on the (m4sbq14A)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 194
Invalid: 1

Literal question

Does the blackboard have sufficient contrast for reading what is written on the board?

Interviewer instructions

(Enumerator Note: read chalk writing on the board from the back of the classroom)

Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq15A)

File: m4sb_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 194
Invalid: 1

Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq15A)

File: m4sb_anon

Literal question

Is there sufficient light for reading text from the FRONT of the classroom?

Interviewer instructions

(Enumerator Note: place printed text on the blackboard to assess visibility)

Is there sufficient light for reading text from the BACK of the classroom? (m4sbq16A)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Is there sufficient light for reading text from the BACK of the classroom?

Interviewer instructions

(Enumerator Note: place printed text on the blackboard to assess visibility)

Lux measure at the chalkboard (m4sbq17A)

File: m4sb_anon

Overview

Type: Continuous	Valid cases: 190
Format: numeric	Invalid: 5
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1970
Range: 0-1970	

Interviewer instructions

Lux measure at the chalkboard.

Meter setting (m4sbq17aA)

File: m4sb_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Interviewer instructions

Indicate Meter setting

School ID (schidA)

File: m4sc_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Text book used by the teacher (m4scq1A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Was the text book used by the teacher?

Total pupils using a text book (m4scq2A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many pupils used a text book?

Male pupils using a text book (m4scq2aA)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

How many male pupils used a text book?

Interviewer instructions

(Enumerator Note: include those that share)

Female pupils using a text book (m4scq2bA)

File: m4sc_anon

Overview

Female pupils using a text book (m4scq2bA)

File: m4sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many female pupils used a text book?

Interviewer instructions

(Enumerator Note: include those that share)

Teacher writes on the black board (m4scq3A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

Did the teacher write on the black board?

Pupils write on the black board (m4scq4A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

Did any pupils write on the black board?

Number of pupils writing on the blackboard (m4scq5A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many pupils wrote on the blackboard?

Number of male pupils writing on the blackboard (m4scq5aA)

File: m4sc_anon

Overview

Number of male pupils writing on the blackboard (m4scq5aA)

File: m4sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many male pupils wrote on the blackboard?

Number of female pupils writing on the blackboard (m4scq5bA)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many female pupils wrote on the blackboard?

Number of pupils using paper and pencil (m4scq6A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many pupils used paper (or exercise book) and pencil?

Number of male pupils using paper and pencil (m4scq6aA)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many male pupils used paper (or exercise book) and pencil?

Number of female pupils using paper and pencil (m4scq6bA)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Number of female pupils using paper and pencil (m4scq6bA)

File: m4sc_anon

Literal question

How many female pupils used paper (or exercise book) and pencil?

Teacher uses local information from the community to make learning relevant (m4scq7A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher use local information from the community to make learning relevant?

Teacher either sitting or standing in front of the class at any time (m4scq8A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Was the teacher either sitting or standing in front of the class at any time?

Teacher visits individual children (m4scq9A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher visit individual children?

Number of pupils addressed individually by teacher (m4scq10A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Number of pupils addressed individually by teacher (m4scq10A)

File: m4sc_anon

How many pupils did the teacher go to individually?

Number of male pupils addressed individually by teacher (m4scq10aA)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many male pupils did the teacher go to individually?

Number of female pupils addressed individually by teacher (m4scq10bA)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many female pupils did the teacher go to individually?

Teacher calls pupils by name while teaching (m4scq11A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

Did the teacher call pupils by name while teaching?

Number of pupils called by name by teacher (m4scq12A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

How many pupils did the teacher call by name?

Teacher smiling, laughing, or joking with pupils (m4scq13A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Was the teacher smiling, laughing, or joking with pupils?

Teacher hits, pinches, or slaps pupils (m4scq14A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher hit, pinch, or slap a pupil?

Teacher asks questions that required learners to recall information (m4scq15A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher ask questions that required learners to recall information?

Teacher asks learners to carry out a task allowing them to demonstrate their und (m4scq16A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?

Teacher asks questions that required learners to apply information to new topics (m4scq17A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher ask questions that required learners to apply information to new topics?

Teacher asks questions which required learners to use their creativity and imagi (m4scq18A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher ask questions which required learners to use their creativity and imagination?

Teacher gives feedback or praise, moral strengthening, and/or encouragement (m4scq19A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher give feedback or praise, moral strengthening, and/or encouragement?

Teacher gives feedback correcting a mistake (m4scq20A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher give feedback that was correcting a mistake?

Teacher gives feedback that scolding at a mistake (m4scq21A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher give feedback that was scolding at a mistake?

Teacher introduces the lesson at the start of the class (m4scq22A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher introduce the lesson at the start of the class?

Teacher summarizes the lesson at the end of the class (m4scq23A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher summarize the lesson at the end of the class?

Teacher assigns homework to the class (m4scq24A)

File: m4sc_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Literal question

Did the teacher assign homework to the class?

Teacher reviews or collects homework from the class (m4scq25A)

File: m4sc_anon

Overview

Teacher reviews or collects homework from the class (m4scq25A)

File: m4sc_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

Did the teacher review or collect homework from the class?

Teacher uses local language as a medium of instruction (m4scq26A)

File: m4sc_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Literal question

Did the teacher use the local language as a medium of instruction? (language other than Swahili or English)

School ID (schidA)

File: m4sd_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-200

Valid cases: 195
Invalid: 0
Minimum: 1
Maximum: 200

Official attendance records kept (m4sdq1A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Did you keep official attendance records?

Number of pupils registered in this class currently (m4sdq2A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

How many pupils are registered in this class currently? (refer to attendance record if available)

Number of students absent from this class (m4sdq3A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

How many students are absent from this class? (refer to attendance record if available)

Do you have the schemes of work for the term or year? (m4sdq4A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have the schemes of work for the term or year?

Do you have a lesson plan for this lesson? (m4sdq5A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have a lesson plan for this lesson?

Current day's lesson plan observed (m4sdq6A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Interviewer instructions

Enumerator: Ask to see the current day's lesson plan.

Do you have a record of the pupils' continuous assessments? (m4sdq7A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

Do you have a record of the pupils' continuous assessments? (m4sdq7A)

File: m4sd_anon

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Do you have a record of the pupils' continuous assessments?

Age (m4sdq8A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Teacher characteristics:
Age

Gender (m4sdq9A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Teacher characteristics:
Gender

Position in the school (m4sdq10A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Position in the school (m4sdq10A)

File: m4sd_anon

Teacher characteristics:
Position in the school

What year did you begin teaching? (m4sdq11A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

What year did you begin teaching?

What year did you begin teaching at this school? (m4sdq12A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

What year did you begin teaching at this school?

Highest level of education completed? (m4sdq13A)

File: m4sd_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Highest level of education completed?

Highest level of teacher training completed? (m4sdq14A)

File: m4sd_anon

Highest level of teacher training completed? (m4sdq14A)

File: m4sd_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

Pre question

ENUMERATOR (READ TO TEACHER): Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Literal question

Highest level of teacher training completed?

School ID (schidA)

File: m4se1_anon

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-200

Valid cases: 195
Invalid: 0
Minimum: 1
Maximum: 200

Quantity lines in roster (m4seq00A)

File: m4se1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 195

School ID (schidA)

File: m4se2_anon

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-200

Valid cases: 195
 Invalid: 0
 Minimum: 1
 Maximum: 200

First and last names (m4seq1A)

File: m4se2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

Row number in Grade 4 Daily Attendance Sheet (m4seq2A)

File: m4se2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

Sex (m4seq3A)

File: m4se2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

Pupil sampled for kiswahili assessment (m4seq3aA)

File: m4se2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

School ID (schidA)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Enumerator code (m5siq2A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 24
Range: 1-24	

Date (m5siq5A)

File: m5s0_anon

Overview

Type: Continuous	Valid cases: 195
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 23
Range: 1-23	

Number of pupils assessed in language of instruction (m5siq6A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 195
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 7-10	

Number of Pupils Assessed in Kiswahili (m5siq6aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Were the pupils assessed selected from the classroom observed in Module 4? (m5siq7A)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-3	

Teacher ID (m5siq8bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Result of verification by team leader (m5siq9aA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Result of verification by supervisor (m5siq9bA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 194
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-2	

Result of verification by data entrant (m5siq9cA)

File: m5s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 195
Width: 1	
Decimals: 0	

Date of verification by team leader (m5siq9dA)

File: m5s0_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

Date of verification by supervisor (m5siq9eA)

File: m5s0_anon

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-24

Valid cases: 194
 Invalid: 1
 Minimum: 1
 Maximum: 24

Date of verification by data entrant (m5siq9fA)

File: m5s0_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 195

School ID (schidA)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Code (m5sa1q1A)

File: m5sa1_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 92
Range: 1-92	

Age (m5sa1q3A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1930
Format: numeric	Invalid: 8
Width: 2	
Decimals: 0	
Range: 9-13	

Sex (m5sa1q4A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Mother tongue (m5sa1q5A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

Did you have breakfast this morning? (m5sa1q6A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Bread, pancake, cake or doughnut (m5sa1q7aA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1354
Format: numeric	Invalid: 584
Width: 1	
Decimals: 0	
Range: 1-2	

Ugali (m5sa1q7bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	
Range: 1-2	

Rice (m5sa1q7cA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 1377
Format: numeric	Invalid: 561
Width: 1	
Decimals: 0	
Range: 1-2	

Cassava, sweet potato or yams (m5sa1q7dA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	
Range: 1-2	

Beans (m5sa1q7eA)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1354
Invalid: 584

Fruit/vegetable (m5sa1q7fA)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1354
Invalid: 584

Eggs (m5sa1q7gA)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1354
Invalid: 584

Meat, chicken, or fish (m5sa1q7hA)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1354
Invalid: 584

Milk, yogurt,porridge (m5sa1q7iA)

File: m5sa1_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1354
Invalid: 584

Tea, coffee, or chocolate (m5sa1q7jA)

File: m5sa1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1354
 Invalid: 584

Other (m5sa1q7kA)

File: m5sa1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 1393
 Invalid: 545

Code from Module 2a (m5sa1q8bA)

File: m5sa1_anon

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-99

Valid cases: 1938
 Invalid: 0
 Minimum: 1
 Maximum: 99

Code from Module 2a (m5sa1q9bA)

File: m5sa1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Were you in this school last year? (m5sa1q10A)

File: m5sa1_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Code from Module 2a (m5sa1q11bA)

File: m5sa1_anon

Code from Module 2a (m5sa1q11bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

Code from Module 2a (m5sa1q12bA)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

Do you agree to participate in this exercise? (m5sa1q13A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

Start time (m5sa1q14A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

End time (m5sa1q15A)

File: m5sa1_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

School ID (schidA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Pupil code (m5sa2q0aA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 92
Range: 1-92	

Has this pupil been selected to take the French assessment?
(m5sa2q0bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1938
Width: 1	
Decimals: 0	

French Exercise 1 (m5sa2q1A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-3	

French Exercise 2 (m5sa2q2A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-3	

French Exercise 3 (m5sa2q3A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-4	

French Exercise 4 (m5sa2q4A)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 0-8	

French Exercise 5 (m5sa2q5aA)

File: m5sa2_anon

Overview

Type: Continuous	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 2	Minimum: 0
Decimals: 0	Maximum: 70
Range: 0-70	

French Exercise 5 (time) (m5sa2q5bA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1935
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 0-0	

French Exercise 6 Question 1 (m5sa2q6aA)

File: m5sa2_anon

Overview

Type: Discrete	Valid cases: 1936
Format: numeric	Invalid: 2
Width: 1	
Decimals: 0	
Range: 0-1	

French Exercise 6 Question 2 (m5sa2q6bA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 1936
 Invalid: 2

French Exercise 6 Question 3 (m5sa2q6cA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 1936
 Invalid: 2

Kiswahili Exercise 1 (m5sa3q1A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 2 (m5sa3q2A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 3 (m5sa3q3A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Kiswahili Exercise 4 (m5sa3q4A)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 5 (m5sa3q5aA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 5 (time) (m5sa3q5bA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 6 Question 1 (m5sa3q6aA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 6 Question 2 (m5sa3q6bA)

File: m5sa2_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 1938

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa2_anon

Overview

Kiswahili Exercise 6 Question 3 (m5sa3q6cA)

File: m5sa2_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 1938

School ID (schidA)

File: m5sa3_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Math Exercise 1 (m5sabq1A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Math Exercise 2 (m5sabq2A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 1 (m5sabq3aA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 2 (m5sabq3bA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 3 (m5sabq3cA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 4 (m5sabq3dA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 5 (m5sabq3eA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 6 (m5sabq3fA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 7 (m5sabq3gA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 8 (m5sabq3hA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 9 (m5sabq3iA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 3 Question 10 (m5sabq3jA)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 4 (m5sabq4A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 5 (m5sabq5A)

File: m5sa3_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Math Exercise 6 (m5sabq6A)

File: m5sa3_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 1938
Invalid: 0

School ID (schidA)

File: m5sa4_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Student ID (m5sacqidA)

File: m5sa4_anon

Overview

Type: Continuous	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 92
Range: 1-92	

Non-verbal reasoning Exercise 1a (m5sacq1aA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-6	

Non-verbal reasoning Exercise 1b (m5sacq1bA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Non-verbal reasoning Exercise 2a (m5sacq2aA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-6	

Non-verbal reasoning Exercise 2b (m5sacq2bA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Non-verbal reasoning Exercise 3a (m5sacq3aA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1937
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-6	

Non-verbal reasoning Exercise 3b (m5sacq3bA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Non-verbal reasoning Exercise 4a (m5sacq4aA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1935
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-6	

Non-verbal reasoning Exercise 4b (m5sacq4bA)

File: m5sa4_anon

Overview

Type: Discrete	Valid cases: 1938
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

School ID (schidA)

File: m6s0_anon

Overview

Type: Continuous	Valid cases: 831
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Teacher ID (Module 2A) (m6siq0A)

File: m6s0_anon

Overview

Type: Discrete	Valid cases: 831
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -2-18	

Date (m6siq4A)

File: m6s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 831
Width: 1	
Decimals: 0	

Number of teachers assessed (m6siq5A)

File: m6s0_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 831
Width: 1	
Decimals: 0	

School ID (schidA)

File: m6sa_anon

Overview

Type: Continuous	Valid cases: 833
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

Teacher ID (m6siq0A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: -2-18	

Age (m6siq8A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 754
Format: numeric	Invalid: 79
Width: 2	
Decimals: 0	
Range: 20-55	

Sex (m6siq9A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 758
Format: numeric	Invalid: 75
Width: 1	
Decimals: 0	
Range: 1-2	

What standards do you normally teach this academic year (2014)? (m6siq10aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 761
Format: numeric	Invalid: 72
Width: 1	
Decimals: 0	
Range: 1-3	

What standards do you normally teach this academic year (2014)?
(m6siq10bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 104
Format: numeric	Invalid: 729
Width: 1	
Decimals: 0	
Range: 1-3	

What standards do you normally teach this academic year (2014)?
(m6siq10cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 832
Width: 1	
Decimals: 0	
Range: 1-3	

What standards did you mostly teach last academic year (2013)?
(m6siq11aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 705
Format: numeric	Invalid: 128
Width: 1	
Decimals: 0	
Range: 1-3	

What standards did you mostly teach last academic year (2013)?
(m6siq11bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 95
Format: numeric	Invalid: 738
Width: 1	
Decimals: 0	
Range: 1-3	

What standards did you mostly teach last academic year (2013)?
(m6siq11cA)

File: m6sa_anon

Overview

What standards did you mostly teach last academic year (2013)?
(m6siq11cA)

File: m6sa_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-1

Valid cases: 1
Invalid: 832

What subject(s) do you normally teach? (m6siq12A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 3-3

Valid cases: 833
Invalid: 0

In what year did you begin teaching? (m6siq13A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1979-2010

Valid cases: 760
Invalid: 73

What is the highest level of education you have completed?
(m6siq14A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 760
Invalid: 73

What is the highest level of teacher training you received?
(m6siq15A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 759
Invalid: 74

When did you complete your highest level of teacher training? (m6siq16A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 631
Format: numeric	Invalid: 202
Width: 4	
Decimals: 0	
Range: 1979-2010	

Did you teach in this school last year? (m6siq17A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 760
Format: numeric	Invalid: 73
Width: 1	
Decimals: 0	
Range: 1-2	

Task 1 Section 1A - Points (m6sa1q1aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1B - Points (m6sa1q1bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1C - Points (m6sa1q1cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 1D - Points (m6sa1q1dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2A - Points (m6sa1q2aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2B - Points (m6sa1q2bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2C - Points (m6sa1q2cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2D - Points (m6sa1q2dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2E - Points (m6sa1q2eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 2F - Points (m6sa1q2fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3A - Points (m6sa1q3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3B - Points (m6sa1q3bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3C - Points (m6sa1q3cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3D - Points (m6sa1q3dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3E - Points (m6sa1q3eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3F - Points (m6sa1q3fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3G - Points (m6sa1q3gA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3H - Points (m6sa1q3hA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3I - Points (m6sa1q3iA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3J - Points (m6sa1q3jA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 3K - Points (m6sa1q3kA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 1 Section 4A - Points (m6sa1q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4B - Points (m6sa1q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa_anon

Task 1 Section 4C - Points (m6sa1q4cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4D - Points (m6sa1q4dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4E - Points (m6sa1q4eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4F - Points (m6sa1q4fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4G - Points (m6sa1q4gA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 1 Section 4H - Points (m6sa1q4hA)

File: m6sa_anon

Overview

Task 1 Section 4H - Points (m6sa1q4hA)

File: m6sa_anon

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4I - Points (m6sa1q4iA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4J - Points (m6sa1q4jA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4K - Points (m6sa1q4kA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4L - Points (m6sa1q4lA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4M - Points (m6sa1q4mA)

File: m6sa_anon

Overview

Task 1 Section 4M - Points (m6sa1q4mA)

File: m6sa_anon

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4N - Points (m6sa1q4nA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4O - Points (m6sa1q4oA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4P - Points (m6sa1q4pA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4Q - Points (m6sa1q4qA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4R - Points (m6sa1q4rA)

File: m6sa_anon

Overview

Task 1 Section 4R - Points (m6sa1q4rA)

File: m6sa_anon

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4S - Points (m6sa1q4sA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 1 Section 4T - Points (m6sa1q4tA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0

Valid cases: 0
 Invalid: 833

Task 2 Section 1A - Points (m6sa2q1aA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 833
 Invalid: 0

Task 2 Section 1B - Points (m6sa2q1bA)

File: m6sa_anon

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 833
 Invalid: 0

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Overview

Task 2 Section 1C - Points (m6sa2q1cA)

File: m6sa_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 2 Section 1D - Points (m6sa2q1dA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 2 Section 1E - Points (m6sa2q1eA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 2 Section 2A - Points (m6sa2q2aA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 2 Section 3A - Points (m6sa2q3aA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 2 Section 4A - Points (m6sa2q4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 4B - Points (m6sa2q4bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 5A - Points (m6sa2q5aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 6A - Points (m6sa2q6aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 7A - Points (m6sa2q7aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 8A - Points (m6sa2q8aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 9A - Points (m6sa2q9aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 9B - Points (m6sa2q9bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 10A - Points (m6sa2q10aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 10B - Points (m6sa2q10bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11A - Points (m6sa2q11aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11B - Points (m6sa2q11bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 11C - Points (m6sa2q11cA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 12A - Points (m6sa2q12aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 13A - Points (m6sa2q13aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 2 Section 13B - Points (m6sa2q13bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section A Points (m6sbq3aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section B Points (m6sbq3bA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-2	

Task 3 Section D Points (m6sbq3dA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

Task 3 Section E Question 3 (m6sbq3e3A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 3 Section E Points (m6sbq3eA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 3 Section F Question 3 (m6sbq3f3A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 3 Section F Points (m6sbq3fA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Task 4 Section A Strengths 2 (m6sbq4as2A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section A Strengths 3 (m6sbq4as3A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section A Weaknesses 2 (m6sbq4aw2A)

File: m6sa_anon

Task 4 Section A Weaknesses 2 (m6sbq4aw2A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section A Weaknesses 3 (m6sbq4aw3A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section A Points (m6sbq4aA)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 833
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-6	

Task 4 Section B Strengths 2 (m6sbq4bs2A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section B Strengths 3 (m6sbq4bs3A)

File: m6sa_anon

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 833
Width: 1	
Decimals: 0	

Task 4 Section B Weaknesses 2 (m6sbq4bw2A)

File: m6sa_anon

Overview

Task 4 Section B Weaknesses 2 (m6sbq4bw2A)

File: m6sa_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Task 4 Section B Weaknesses 3 (m6sbq4bw3A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Task 4 Section B Points (m6sbq4bA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-6

Valid cases: 833
Invalid: 0

Task 5 Section A Points (m6sbq5aA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 5 Section B Points (m6sbq5bA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 833
Invalid: 0

Task 5 Section C1 Question (m6sbq5c1A)

File: m6sa_anon

Overview

Task 5 Section C1 Question (m6sbq5c1A)

File: m6sa_anon

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Task 5 Section C2 Question (m6sbq5c2A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Task 5 Section C3 Question (m6sbq5c3A)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Task 5 Section C Points (m6sbq5cA)

File: m6sa_anon

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0

Valid cases: 0
Invalid: 833

Related Materials

Questionnaires

Togo Service Delivery Indicators Education Survey Questionnaire (in French)

Title Togo Service Delivery Indicators Education Survey Questionnaire (in French)
 Language French
 Filename sdi_education_togo.pdf

Reports

Togo Service Delivery Indicators: Education, 2013

Title Togo Service Delivery Indicators: Education, 2013
 Author(s) Christophe Rockmore
 Date 2016-06-29
 Language English
 Filename TG-Education-FinalReport-May-2016-FINAL.pdf

Technical documents

Note on Harmonization to Data Users

Title Note on Harmonization to Data Users
 Language English
 Filename readme_sdi.pdf

Note on Harmonization to Data Users (in French)

Title Note on Harmonization to Data Users (in French)
 Language French
 Filename lisezmoi_sdi.pdf

Togo Education Statistical Disclosure Control Process

Title Togo Education Statistical Disclosure Control Process
 Language English
 Filename sdi_togo_education_sdcreport_external.pdf

Codebook and Harmonization Information

Title Codebook and Harmonization Information
 Language English
 Filename togo_education_vf.xlsx
